PROGRAM OF STUDIES FOR JUNIOR HIGH SCHOOLS

1978

Alberta
EDUCATION

PROGRAM OF STUDIES

FOR

JUNIOR HIGH SCHOOLS

This Program of Studies is issued under the authority of the Minister of Education pursuant to Section 12 of The School Act.

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INTRODUCTION

This Program of Studies contains an outline of the content of each course in the Junior High School together with a list of the recommended texts and approved secondary references. Regulations with respect to the credit value of courses, examinations and other matters relating to the operation of the high school appear in the current issue of the *Junior-Senior High School Handbook*.

Teachers who want suggestions concerning methods of handling a given course will find them in the related curriculum guide which may be obtained through the office of their superintendent, or purchased from the Printing and Stationery Branch, Alberta Education.

The assistance of committees in preparing the outlines in the various subjects is gratefully acknowledged.

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GROUP A OPTIONS
CULTURAL AND PRACTICAL ARTS

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. **Ethical/Moral Characteristics**

Respectful	— has respect for the opinions and rights of others, and for property.
Responsible	— accepts responsibility for own actions. Discharges duties in a satisfactory manner.
Fair/just	— behaves in an open, consistent and equitable manner.
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions, free from undue bias and prejudice.
Honest	— is truthful, sincere, possessing integrity, free from fraud or deception.
Kind	— is generous, compassionate, understanding, considerate.
Forgiving	— is conciliatory, excusing; ceases to feel resentment toward someone.

| Committed to democratic ideals | — displays behavior consistent with the principles inherent in the social, legal and political institutions of this country. |
| Loyal | — is dependable, faithful, devoted to one's friends, family and country. |

2. Intellectual Characteristics

Open-minded	— delays judgments until evidence is considered and listens to other points of view.
Thinks critically	— analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	— is inquisitive, inventive, self-initiated, searches for knowledge.
Creative	— expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	— has internalized the need for doing his/her best in every field of endeavour.
Appreciative	— recognizes aesthetic values. Appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative	— works with others to achieve common aims.
Accepting	— is willing to accept others as equals.
Conserving	— behaves responsibly toward the environment and the resources therein.
Industrious	— applies himself diligently, without supervision.
Possesses a strong sense of self worth	— is confident and self-reliant, believes in own ability and worth.
Persevering	— pursues goals in spite of obstacles.
Prompt	— is punctual; completes assigned tasks on time.
Neat	— organizes work in an orderly manner, pays attention to personal appearance.
Attentive	— is alert and observant; listens carefully.
Unselfish	— is charitable, dedicated to humanitarian principles.
Mentally and physically fit	— possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Religious Instruction

There are two sections in THE SCHOOL ACT which have to do with religious instruction. They are reproduced here for the information of teachers and administrators.

SECTION 160. A board may

(a) prescribe religious exercises for pupils in its schools, and

(b) permit religious instruction for pupils in a school.

(R.S.A. 1970, c. 329, s. 160)

SECTION 163. (1) Upon receipt by a teacher of a written statement signed by a parent requesting that a pupil be excluded from religious or patriotic exercises or instruction, or both, the pupil shall be permitted to leave the classroom or may be permitted to remain without taking part.

(2) No teacher, trustee, inspector or superintendent, shall attempt in any way to deprive a pupil who attends a school in which religious instruction is given and who does not take part in that instruction, of any advantage that he might derive from the ordinary education given in the school.

(3) Any attempt under subsection (2) on the part of a teacher, trustee, inspector or superintendent, shall be held to be a disqualification for and voidance of the position or office held by him.

(R.S.A. 1970, c. 329, s. 163)

THE GOALS OF BASIC EDUCATION FOR ALBERTA

Introduction

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) They identify the distinctive role of the school and its contribution to the total education of youth;

(2) They provide purpose and direction to curriculum planning, implementation and evaluation;

(3) They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education — the learning which occurs in school influences and is influenced by what is learned outside the school.

Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught, and evaluated on the basis of these specific goals in order that students:

— Develop competencies in reading, writing, speaking, listening and viewing.

— Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphases in each.

— Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.

— Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.

— Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.

— Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

— Develop intellectual curiosity and desire for lifelong learning.
— Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
— Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
— Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
— Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
— Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
— Develop an appreciation for the role of the family in society.
— Develop an interest in cultural and recreational pursuits.
— Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
— Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

LANGUAGE ARTS

The Philosophy of the Language Arts Program, Grades 1 - 12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications which provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.
- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the inter-relatedness of the processes of listening, speaking, reading, writing and viewing.
- A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences which reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.
- Language learning activities provided in the classroom should be organized for a balance which reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Language functions throughout the entire curriculum.
- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his own dialect.

(Revised 1981)

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- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.
- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate with increasing maturity, logic and clarity.

Language variation is an integral part of language use.
- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework which provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.
- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery towards more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.
- School experiences must maintain the link between the learner and what is to be learned through activities which encourage student participation.
- Students should be given opportunities to participate in experiences which require use of language in increasingly differentiated contexts.

Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.
- At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.

(Revised 1981)

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- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.
- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.
- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.
- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

(Revised 1981)

Goals of Language Arts For Grades 1-12

Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasureful situations with the aim:

- to develop an awareness of and interest in how language works;
- to develop an understanding and appreciation of a wide range of language use;
- to develop flexibility in using language for a variety of purposes.

General Language Arts Objectives For Grades 1-12

The program objectives of the language arts for grades 1-12 arise out of the GOALS OF BASIC EDUCATION and the goals for the language arts program for grades 1-12. Although the objectives are applicable at all levels, the emphases may vary from level to level or from grade to grade. Through developing skills in listening, speaking, reading, viewing, writing and other related language abilities the program should assist students to grow in their knowledge of language, to appreciate its value in their lives and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language:

- Production and reception of sounds and printed words

  This objective refers to the ability of students to hear and produce the sounds in words and to recognize and write words. It represents the phonics component of the objectives. Together with the next objective, it suggests that relationships between sounds and printed sentences are made in the context of the full meaning of individual sentences and larger pieces of writing. These two objectives underscore the need for developing in students a "sense" or a "feeling" for what sentences and stories are.

- Relationships between the flow of words in speech and the arrangement of words on the printed page

  This objective deals with the development by students of an ability to recognize that lines of print are given meaning by the reader or the listener, as well as that pitch, pause and juncture in speech are related to the ways words are arranged and punctuated in print. In addition, there is an important implication here that writing and reading are skills to be dealt with together — to be integrated.

- Use of language to talk about language

  This objective is concerned with the introduction and extension of a useful vocabulary that will enable students to discuss their own writing and the writing of others. In elementary grades, for example, words like "sentence", "period", and "capital letter" are useful. In secondary grades, terms such as "subject", "agreement", "image", "symbol" and "metaphor" are appropriate. The emphasis here is on the immediate and

continuing usefulness of such terms in classroom discussions of language.

- Order and form of words as signals to meaning

This objective refers to the study of syntax and emphasizes the importance of the English language cueing system in learning to write and read. It points out that the positions of words in sentences signal meaning. For example, the word "the" is always followed by a noun. Our usual sentence arrangement is "subject — verb — object." Word endings such as "-ly", "-ing", or "-ed" are, in the context of sentences, cues to meaning.

- Relationship between diversity and subtlety of word meanings and the total meaning of a communication

This objective deals with semantics, the relationship between meaning and word choice. Activities that promote vocabulary development are appropriate. Word banks, displays of words about the classroom, the development of individual dictionaries, and the use of dictionaries and thesauri are important.

- Relationships between the manner in which ideas are organized and presented and the total meaning of a communication

This objective refers to style, whether in speech or in written prose and poetry. Literary presentations suit some kinds of ideas; exposition or narration suit others. Some ideas are presented through a combination of these forms. Thus, the objective is concerned with the full, interrelated meaning of the information carried and the feeling expressed in a communication. Meaning and feeling are affected by the style and the organization of the presentation.

- Extension and enrichment of meaning through nonverbal communication

This objective is concerned with nonverbal communication as it contributes to the meaning of English language utterances. Hence, it includes facial and body movements that accompany speech, as well as pictures, music or other sounds that accompany and extend the meaning of both spoken and written expression.

- Language variation according to audience, purpose, situation, culture and society

This objective refers to the ways in which communication acts relate to the circumstances in which they are used. It implies that writers, readers, listeners and speakers generate and interpret communication acts on the basis of their own experiences. It suggests also that writers and speakers need audiences, purposes and situations that are clearly defined when, in classroom exercises, they are asked to speak or to write. Objectives 6, 7 and 8 emphasize the crucial importance of knowing how and when to use language appropriately (rather than "correctly"), and suggest that severe social penalties may result from being unable to do so.

- Immediate language variation in sensitive response to audience reaction

  This objective builds on the previous four objectives and underscores the importance of the ability to adjust communication acts in accordance with the reactions of audiences. Thus, students should develop the ability to change the form or tone of a message they are attempting to communicate if audience reaction signals that it is beneficial to their purpose to do so.

- Language is a dynamic system which records, reflects and affects cultures

  This objective emphasizes a number of linguistic factors, among which are these: (1) sensitivity to language change; (2) acknowledgement of the importance of literature to a culture; (3) sensitivity to the ways in which various cultures affect change in the English language; and (4) acknowledgement that the English language and its structures strongly affect and maintain our culture.

- Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered

  This objective refers to the use of language to find out about the world and those who live in it. As in the other objectives, discussion, reading, writing, viewing and listening are all involved in language as it operates as our basic vehicle for thought. This has relevance to the concept of thought levels and argues that attention be paid to inferential, appreciative and applicational levels of thought and comprehension.

- Role of language in increasing understanding of self and others

  This objective emphasizes the roles of literature, writing and discussion as ways for understanding others and ourselves. It is particularly important to the fulfillment of this objective that writing and discussion be looked upon as ways of organizing and explaining our own thoughts and feelings to ourselves. This objective suggests that various grouping procedures be used to facilitate discussion.

- Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure

- Relationship of language to other forms of artistic expression

  These objectives emphasize the appreciation of artistic, carefully presented written and spoken communication and suggest the study of figurative language and the use of multisensory approaches. These objectives recognize the importance of relating form and feeling in all artistic expression. These two objectives stress, as well, the ways in which various artistic forms of expression seek to deal with feelings and values and, in general, with what it is to be a human being.

Introduction: Statement of Content

The proposed content for the junior high language arts program is stated on the following pages. It is intended that these statements provide clear guidelines for teachers who will *adjust them according to the needs of students.*

Each page is arranged as follows:

1	2	3	4
Concepts for junior high	Grade 7 skills	Grade 8 skills	Grade 9 skills

Block 1:   Contains concepts for the whole junior high program. Teachers should work towards the understanding of these concepts throughout the whole junior high experience.

Block 2:   Includes skills to be developed in Grade 7. These skills are related to the concept immediately to the left in Block 1. Both concept and skill(s) should be developed together.

Block 3:   Includes skills to be developed in Grade 8. These skills are also related to the concepts to the left in the same row. It is expected that the level of understanding of the concepts and the level of skill development will expand or extend ability that has been developed in the previous grade(s).

Block 4:   Includes skills to be developed in Grade 9. Similar relationships and expectations exist here as in Grade 8.
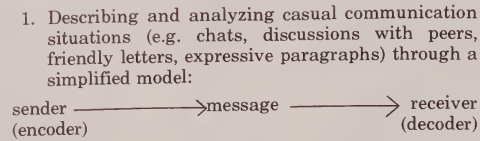
Integration — In identifying content for junior high language arts, the attempt has been made to make statements that are appropriate to many ways of receiving (reading, listening, viewing) and to various ways of expressing (speaking, writing, gesturing, acting). Although each of these aspects of communication is not always stated explicitly because of the resulting repetition, the expectation is that wherever possible these aspects be understood.

*Because the ability and background of students vary, certain aspects of the program are identified as *optional*. These parts are marked with an asterisk. Where appropriate, all parts of the program should be taught.

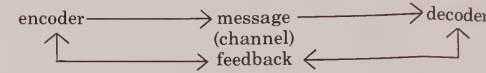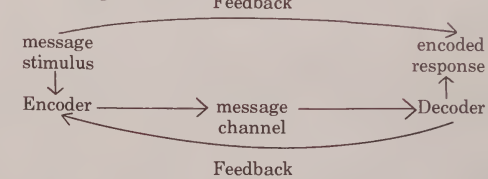| CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)

Part 1 — The Communication Process
1. Communication, the process of sharing ideas, thoughts, and feelings, involves the exchange of information by means of a code which both the sender and receiver understand.
	1. Describing and analyzing casual communication situations (e.g. chats, discussions with peers, friendly letters, expressive paragraphs) through a simplified model:
	
	sender ——→ message ——→ receiver
	(encoder) (decoder)
		1. Describing and analyzing informal communication situations (e.g. talks, classroom discussions, social correspondence) through a model:
		
		encoder ——→ message ——→ decoder
		  ↑ (channel) ↑
		       ——→ feedback ←——
			1. Describing and analyzing formal communication situations (e.g. speeches, meetings, debates) through a model: Feedback
			
			message encoded
			stimulus response
			↓ ↑
			Encoder ——→ message ——→ Decoder
			              channel
			
			Feedback

2. Effective communication requires attention to all elements of a communication, and to the inter-relationships among these elements: a. stimulus b. communicator c. audience d. message e. situation (context) f. medium g. purpose h. code (with the use of several modes)	2. a. Recognizing and understanding the elements of communication. b. Analyzing communication situations to select examples of the elements of communication. c. Setting up communication situations utilizing the elements of communication.	2. a. Analyzing communication situations to identify and describe the inter-relationships among the elements of communication. b. Combining the elements of communication to create well-integrated communication situations.	2. a. Analyzing communication situations to discover ways in which the elements of communication can be manipulated to achieve various purposes, to appeal to various audiences and to create certain impressions. b. Manipulating the elements of communication to achieve effective communication.
3. There are many kinds of communication: a. animal b. human, both verbal and non-verbal (signs and symbols, simple kinesics)	3. Identifying and describing different kinds of communication: a. animal b. human, verbal and non-verbal (kinesics, facial expressions)	3. Identifying and describing different kinds of communication: a. verbal communication b. non-verbal communication, including kinesics, signs and symbols, and *the language of the deaf and other non-verbal languages	3. Identifying and describing different kinds of verbal and non-verbal communication: a. background of experience b. cultural differences *c. use of space in communication situations (proxemics) *d. use of mechanical (electronic) devices
4. There are different levels of oral and written communication, based on the relationship between a communicator and his audience: a. casual b. informal c. formal	4. Developing increasing proficiency in dealing with many levels of oral and written language: a. discussion b. conversation c. friendly letters	4. Developing increasing proficiency in dealing with many levels of oral and written language: a. informal talks b. written reports c. social correspondence (thank you letters, invitations)	4. Developing increasing proficiency in dealing with many levels of oral and written language: a. debates b. essays c. business letters

*indicates optional content

CONCEPTS

5. These are factors which influence the effectiveness of communication:

   a. *Facilitators*, including common knowledge and experience, rapport and empathy, clarity of expression, precision of vocabulary, effective sentence structure, legibility

   b. *Barriers*, including lack of empathy or background experience, ambiguity, lack of clarity, illegibility, emotional distraction

6. Language arts instruction attempts to produce conscious communicators by expanding facilitators and eliminating barriers to effective communication.

Part 2 — The System of Language

1. Meaning is transmitted through a sound system (speech) and a symbol system (graphic).

2. Words have both meaning and function:

   a. form class and function words, i.e. parts of speech

   b. morphemes (roots or stems, inflections, derivatives, compounds)

3. The meanings of words can change, and are dependent upon the context of their use.

*indicates optional content

SKILLS (GRADE 7)

5. Dealing effectively with facilitators and barriers to communication:

   a. Becoming aware of an appropriate communication environment (rapport, empathy, physical surroundings, simple and direct expression through precise vocabulary and simple structure)

   b. Eliminating obvious barriers to communication including:
   — misspellings/mispronunciations
   — illegible writing/inaudible speech
   — sentence errors
   — overworked words/inaccurate word choice

6. Applying language arts skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.

1. Recognizing relationships between oral and written language:

   a. representing speech sounds as written symbols

   b. identifying similarities and differences between spoken and written language.

2. Understanding the English language system:

   a. identifying and classifying form class and function words

   b. recognizing common roots, stems and affixes

   c. identifying principles governing appropriate spelling.

3. Recognizing and identifying different meanings of words in oral and written language:

   a. connotative and denotative words

   b. general and specific words

SKILLS (GRADE 8)

5. Dealing effectively with facilitators and barriers to communication:

   a. Taking increasing advantage of appropriate communication environment, manipulating modes of expression, and increasing awareness of effects produced through words and structure

   b. Eliminating more complex barriers to effective communication including:
   — sentence errors
   — inappropriate diction
   — vulgarisms

6. Applying language arts skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.

1. Expanding knowledge of the relationship between oral and written language:

   a. recognizing the distinct functions of spoken and written language

   b. representing spoken language as non-print forms of communication (e.g. pictures, gestures)

2. Making effective use of the language system:

   a. identifying and classifying form, class and function words

   b. deriving meanings of unfamiliar words

   c. applying rules as aids to correct spelling.

3. Manipulating differing meanings of words in oral and written language:

   a. words with multiple meanings

   b. general and specific words

   c. synonymous words and expressions

SKILLS (GRADE 9)

5. Dealing effectively with facilitators and barriers to communication:

   a. Controlling appropriate communication environments, increasing the sophistication of expression in vocabulary and structure

   b. Eliminating further subtle barriers to communication including:
   — cliches
   — sentence errors
   — inexact diction
   — inappropriate usage

6. Applying language art skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.

1. Applying knowledge of the relationship between oral and written language:

   a. through sound and intonation

   b. through punctuation and form

2. Manipulating words and word meaning:

   a. expanding understanding of word classes

   b. increasing vocabulary through use of roots and affixes

   c. understanding the spelling system of the language.

3. Interpreting differing meanings of words in oral and written language:

   a. ambiguous or vague words

   b. word nuances

(Revised 1982)

CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)

*4. The changing needs and values of society have resulted in the forming and borrowing of words, in changed meanings of words, and in changing patterns of usage:
 	
  a. the influence of historical events upon language
  b. the influence of media, technology, and industry upon language
  c. changing values and lifestyles of language users
	*4. Recognizing the appropriate use of the language of the subcultures:
	
	  a. slang and colloquial usage
	  b. the jargon of teenagers
		*4. Recognizing and developing sensitivity to stylistic language use:
		
		  a. advertisements, announcements, headlines, propaganda
		  b. specialized vocabularies in professions, trades and business
			*4. Understanding and manipulating old and new language:
			
			  a. obsolete or archaic forms and expressions
			  b. the jargon of the times

5. Words are arranged in groups and in sentences according to syntactic patterns:
 	
  a. common word groups
  b. function, ordering and movement of word groups
  c. sentence patterns
	5. Recognizing, understanding and utilizing syntactic groups in oral and written language:
	
	  a. word groups
	    i. noun phrase
	    ii. verb phrase
	    iii. adjective phrase
	    iv. adverb phrase
	  b. subject and predicate
	  c. sentence patterns
	    i. basic sentence
	    ii. compound sentences and parts of sentences
	    iii. subordinating clause
	  d. expanding and compounding sentences
		5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:
		
		  a. word groups
		    i. noun phrases
		    ii. verb phrases
		    iii. adjective phrases
		    iv. adverb phrases
		  b. subject and predicate
		  c. sentence patterns
		    i. basic sentence
		    ii. compound sentences and parts of sentences
		    iii. subordinating clause
		  d. expanding and compounding sentences
			5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:
			
			  a. word groups
			    i. phrases (noun, verb, adjective, adverb)
			  b. subject and predicate
			  c. sentence patterns
			    i. clauses (adjectival, adverbial, noun)
			    ii. reduced clauses (appositives, participial phrases)
			  d. expanding and compounding sentences.

6. The use of a language is governed by conventions:
 	
  a. structural patterns
  b. patterns of usage
	6. Recognizing conventional usage; demonstrating knowledge of and ability to follow conventions in speaking and writing:
	
	  a. verb tenses
	    i. present, past
	    ii. present progressive, past progressive
	  b. subject-verb agreement
	  c. pronoun forms
	  d. pronoun and antecedent
	  e. link verbs
	  f. appropriate punctuation
		6. Manipulating conventional forms; demonstrating proficiency in following conventions in speaking and writing:
		
		  a. verb tenses
		    i. present, past
		    ii. present progressive, past progressive
		  b. subject-verb agreement
		  c. pronoun forms
		  d. pronoun and antecedent
		  e. regular and irregular verbs
		  f. appropriate punctuation
			6. Manipulating form and convention for stylistic effect demonstrating proficiency in the use of conventional structures and forms:
			
			  a. verb tenses
			    i. present, past
			    ii. progressive participle and perfect participle
			  b. the passive
			  c. subject-verb agreement
			  d. modal auxiliaries
			  e. appropriate punctuation

*indicates optional content

(Revised 1982)

CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)

*4. The changing needs and values of society have resulted in the forming and borrowing of words, in changed meanings of words, and in changing patterns of usage:

  a. the influence of historical events upon language

  b. the influence of media, technology, and industry upon language

  c. changing values and lifestyles of language users

5. Words are arranged in groups and in sentences according to syntactic patterns:

  a. common word groups

  b. function, ordering and movement of word groups

  c. sentence patterns

6. The use of a language is governed by conventions:

  a. structural patterns

  b. patterns of usage

*indicates optional content

SKILLS (GRADE 7)

*4. Recognizing the appropriate use of the language of the subcultures:

  a. slang and colloquial usage

  b. the jargon of teenagers

5. Recognizing, understanding and utilizing syntactic groups in oral and written language:

  a. word groups
    i. noun phrase
    ii. verb phrase
    iii. adjective phrase
    iv. adverb phrase

  b. subject and predicate

  c. sentence patterns
    i. basic sentence
    ii. compound sentences and parts of sentences
    iii. subordinating clause

  d. expanding and compounding sentences

6. Recognizing conventional usage; demonstrating knowledge of and ability to follow conventions in speaking and writing:

  a. verb tenses
    i. present, past
    ii. present progressive, past progressive

  b. subject-verb agreement

  c. pronoun forms

  d. pronoun and antecedent

  e. link verbs

  f. appropriate punctuation

SKILLS (GRADE 8)

*4. Recognizing and developing sensitivity to stylistic language use:

  a. advertisements, announcements, headlines, propaganda

  b. specialized vocabularies in professions, trades and business

5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:

  a. word groups
    i. noun phrases
    ii. verb phrases
    iii. adjective phrases
    iv. adverb phrases

  b. subject and predicate

  c. sentence patterns
    i. basic sentence
    ii. compound sentences and parts of sentences
    iii. subordinating clause

  d. expanding and compounding sentences

6. Manipulating conventional forms; demonstrating proficiency in following conventions in speaking and writing:

  a. verb tenses
    i. present, past
    ii. present progressive, past progressive

  b. subject-verb agreement

  c. pronoun forms

  d. pronoun and antecedent

  e. regular and irregular verbs

  f. appropriate punctuation

SKILLS (GRADE 9)

*4. Understanding and manipulating old and new language:

  a. obsolete or archaic forms and expressions

  b. the jargon of the times

5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:

  a. word groups
    i. phrases (noun, verb, adjective, adverb)

  b. subject and predicate

  c. sentence patterns
    i. clauses (adjectival, adverbial, noun)
    ii. reduced clauses (appositives. participial phrases)

  d. expanding and compounding sentences.

6. Manipulating form and convention for stylistic effect demonstrating proficiency in the use of conventional structures and forms:

  a. verb tenses
    i. present, past
    ii. progressive participle and perfect participle

  b. the passive

  c. subject-verb agreement

  d. modal auxiliaries

  e. appropriate punctuation

(Revised 1982)

CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)
4. Summarization, synthesization, and evaluation skills must be effectively combined and applied in all listening, speaking, reading, writing, and viewing tasks.	4. Applying summarization skills when listening, speaking, reading, writing, and viewing: a. reading, listening and viewing for main ideas and supporting details b. writing sentence outlines and sentence summaries of oral, written and visual material c. making running notes while listening, reading and viewing d. writing narrative, descriptive, and expository paragraphs e. composing oral and written reports f. story-telling — orally, visually, and in writing *g. debating h. illustrating ideas using pictures and posters *i. plotting information on charts and graphs	4. Utilizing synthesization skills in the following tasks: a. identifying topic sentences when listening and reading b. recognizing examples and illustrations, and techniques of persuasion when listening, reading, and viewing c. writing topical outlines of oral, written, and visual material d. making formal notes from running notes e. writing paragraph summaries *f. writing and presenting minutes from meetings and committee notes g. writing paragraphs and essays which compare, persuade, explain, or interpret h. combining narration, description and exposition effectively through report writing, storytelling, friendly letters, personal essays i. offering conclusions based on the preceding development of ideas in oral, written, and visual material *j. illustrating ideas by producing slide shows and tape recordings	4. Applying evaluation skills in the performance of the following tasks: a. writing précis, reviews, and editorials based on oral, written, and visual material *b. producing documentaries c. writing paragraphs and essays which provoke thought, interest, discussion, action, debate and investigation *d. critiques
5. Understanding and applying the writer's craft leads to improved writing proficiency.	5. Demonstrating proficiency by: a. proofreading for errors b. editing	5. Demonstrating writing proficiency by: a. proofreading for errors b. editing	5. Demonstrating writing proficiency by: a. converging on a focal idea in concluding statements and paragraphs b. sustaining interest and point of view c. provoking further thought and action through concluding statements and paragraphs d. utilizing stylistically different paragraphs purposefully and effectively in essay writing e. proofreading and editing

CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)

Part 4 — Expressed Thought and Values

1. Expressed thought should provide opportunity for personal growth:
   a. critical examination and evaluation
   b. enjoyment and entertainment
   c. enrichment

1. Demonstrating appreciation of expressed thought:
   a. enjoying the sound of poetry
   b. recalling literary passages
   c. relating the experiences of others to personal experience
   d. identifying and being aware of attitudes and values expressed in literature
   e. recognizing the human element, i.e., the human predicament in literature
   f. broadening personal experience of the physical world through listening, reading and viewing
   g. becoming aware of changing values in society and in individuals
   h. using literary form and techniques in creative compositions

1. Demonstrating appreciation of expressed thought:
   a. relating values expressed in literature to contemporary values
   b. being sensitive to the human predicament
   c. broadening personal experience of social customs and values through reading and viewing
   d. understanding individual and social reactions to change
   e. using literary form and techniques in creative compositions

1. Demonstrating appreciation of expressed thought:
   a. evaluating and identifying with the values expressed in literature
   b. empathizing with the human predicament
   c. relating the physical and social world as revealed in literature to the real world
   d. effecting change in individual and social values
   e. using literary form and techniques in creative compositions

2. Expressed thought may be studied in terms of the communication process.

2. Interpreting the message and speculating upon the author's (poet's, filmmaker's, journalist's, historian's, scientist's) purpose (e.g. entertain, inform, explain).

2. Discovering the stimulus that motivated the message; becoming familiar with the encoder (background of experiences).

2. Decoding and responding with a purpose; understanding the medium and the mode of the message (e.g. relating form and content; relating person's background of particular experience to the new experience).

*3. The social, economic, historical, and spiritual conditions of the time are reflected in expressed thought.

*3. Understanding the context of expressed thought:
   a. the oral tradition in literature, and non-print verbal forms
   b. the effect of literacy on communication needs

*3. Understanding the context of expressed thought:
   a. the introduction of verbal print forms
   b. the effect of technology and the knowledge explosion on communication needs

*3. Understanding the context of expressed thought:
   a. the effect of media on the literary tradition
   b. the effect of the population explosion, affluence, diversity among people, and increased consumerism on man's communication needs

*4. Technological advances have effected changes in expressed thought (form and content).

*4. Differentiating visual, print, and non-print forms of communication.

*4. Recognizing the effects of technological advances on the literary tradition.

*4. Manipulating and combining forms to achieve a purpose, e.g. stage drama, short story, television drama.

*indicates optional content

CONCEPTS	SKILLS (GRADE 7)	SKILLS (GRADE 8)	SKILLS (GRADE 9)
5. Expressed thought (e.g. novels, short stories, poetry, dramas, essays, films) has certain characteristic features and a vocabulary to identify them.	5. Identifying the elements of form, content, and literary technique: a. the elements of plot, i.e. introduction, problem, climax, outcome b. the description and development of character c. the physical setting, i.e. time and place; *mood d. individual conflicts, i.e., protagonist *vs.* antagonist e. point of view f. figurative language (simile, metaphor, personification, puns, spoonerisms, malapropisms, hyperbole, visual imagery) g. sound devices (end rhyme, repetition, onomatopoeic words) h. visual devices (juxtaposition to show contrast, colour as a means to compare or categorize, lighting to show time, shape and size to show dimension, space and balance)	5. Understanding the elements of form, content, and literary technique: a. the structure of plot, i.e., introduction, conflict, complications, climax, outcome b. motivation for action and reaction by characters c. setting, i.e. physical attributes of location d. social conflict, i.e. between social groups or within individuals e. point of view *f. mood g. figurative language (mixed and extended metaphor, imagery) h. sound devices (internal rhyme, alliteration, imitative harmony) i. literary devices (rhyme, rhythm patterns, flashback, flashforward, foreshadowing) j. visual devices (colour and lighting to reflect mood, shape and size to compare, space and balance)	5. Explaining the elements of form, content, and literary technique: a. the structure of plot, i.e. introduction, conflict, complications, climax, outcome, denouement, plot patterns b. character types, dramatic role c. emotional and spiritual setting, the conditions of the time d. cultural and historical conflicts e. point of view *f. theme as central insight g. figurative language h. sound devices (assonance and consonance) i. visual devices (colour to reflect values, i.e. the symbolic use of colour and lighting to emphasize or focus; effective use of space in making presentations, e.g. drama and debating) j. literary devices — irony and symbolism (awareness only)

*indicates optional content

RECOMMENDED LEARNING RESOURCES

Communication Texts

1. *Action English I*　(Grade 7)
   Action English II　(Grade 8)
   Action English III (Grade 9)
   — Action English Series, Gage Educational Publishing

2. *Timescope, Time 1, Time 2, Time 3, Time 4* (Grade 7)
   Peoplemirrors, People 1, People 2, People 3, People 4, (Grade 8)
   Language Is (Grade 9)
   — Nelson Language Stimulus Program & Language Matters, Thomas Nelson & Sons (Canada)

3. *Patterns of Communicating, Book 1* (Grade 7)
   Patterns of Communicating, Book 2 (Grade 8)
   Patterns of Communicating, Book 3 (Grade 9)
   — Patterns of Communicating Series, D.C. Heath Canada

4. *Cambridge Writers Program*
   — *Books 1 - 4*　(Grade 7)
   — *Books 5 - 8*　(Grade 8)
   — *Books 9 - 12* (Grade 9)
   — Clarke Irwin & Company Ltd.
      *This series is recommended to accompany *Language Stimulus/ Language Matters* and/or *Action English*.

5. *Grammar Is* (Grade 9)
   — Language Matters Series, Thomas Nelson & Sons (Canada)
      *This Text is recommended at the Grade 9 level to accompany *Language Stimulus/Language Matters* and/or *Action English*.

Literature Texts

1. *Challenge* (Grade 7)
   Viewpoint (Grade 8)
   Dialogue (Grade 9)
   — Action Series, Macmillan Company of Canada

2. *Experiences* (Grade 7)
   Explorations (Grade 8)
   Reflections (Grade 9)
   — John Wiley & Sons Canada

MATHEMATICS
GRADE SEVEN

Prescribed References

Ebos, Frank et al. *Math Is 1.*
Don Mills: Thomas Nelson & Sons, 1975.

Elliott, H. A. et al. *Holt Mathematics 1.*
Toronto: Holt, Rinehart & Winston, 1976.

Fleenor, Charles R. et al. *School Math 1.*
Don Mills: Addison-Wesley, 1974.

Course Content

This section briefly outlines various skills and understandings which the Grade 7 student should acquire.

Number Systems

A. *Whole Numbers*

1. Maintains all previously developed skills and ideas; uses symbols and notation as illustrated below:

   a. Multiplication

      i. $3 \times 4 = 3(4)$ ii. $3x = 3 \cdot x$

   b. Division

      i. $\dfrac{9}{3} = 9 \div 3 = 3\overline{)9}$ ii. $\dfrac{x}{9} = x \div 9 = 9\overline{)x}$

2. Understands the basis of the distributive property.

3. Evaluates an expression by using properties to produce short cuts in computation. (Limit: commutative, associative, distributive.)

   e.g. $4 \times 23 \times 25 = n$
   $100 \times 23 = n$

4. Evaluates expressions involving the order of operations such as the following:

   $7 + 5 - 4 \times 3 + 1$

5. Writes mathematical sentences for English sentences.

6. Solves word problems which can be solved by addition, subtraction, multiplication or division, using whole numbers.

7. Solves word problems containing extraneous information (Limit to whole numbers.)

8. Recognizes prime numbers to 50.

9. Lists the set of factors for whole numbers. (Limit: 200.)

10. Expresses a number as a product of factors.

11. Determines whether a number is divisible by 2, 3, 5 or 9.

12. Understands that division by zero is undefined.

13. Identifies patterns or order in number arrangements such as addition tables, multiplication tables, or series of numbers.

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B. *Rational Numbers*

1. Maintains previously developed skills and ideas using decimals (particularly multiplication and division of powers of 10).
2. Demonstrates the need for fractional numbers using concrete examples.
3. Uses the dividend unit as a number line to order rationals.
4. Demonstrates knowledge of the fractional numbers by plotting a given set on a number line.
5. Divides concrete objects into halves, quarters, eighths, and sixteenths, and thirds, sixths, and twelfths.
6. Using a divided unit, measures something larger than the unit. Uses the fraction symbol $^a/_b$, mixed numerals, and decimal notation to denote the measure.
7. Writes equivalent fractions and can determine whether fractions are equivalent.
8. Reduces any fraction to its basic form. (Limit: 2-digit denominator.)
9. Converts fractions to decimals and vice versa with emphasis on tenths, hundredths, thousandths, halves, quarters and fifths.
10. Converts mixed numbers to improper fractions and vice versa.
11. Using concrete materials as measures, adds and subtracts fractions.
12. Performs the operations of addition and subtraction with proper fractional numbers. (Emphasis on denominators such as halves, quarters, fifths and tenths.)
13. Solves word problems involving decimals.
14. Solves word problems containing extraneous information.

Ratio and Proportion

1. Writes ratios.
2. Writes equivalent ratios.
3. Uses equivalent ratios to solve for the unknown numerator or denominator.
4. Solves word problems involving ratios.
5. Converts ratios to percents.
6. Solves percent problems using proportions.
   a. Solves for percent;
   b. Having percent, solves for the unknown quantity.

Measurement

1. Maintains previously developed skills.
2. Estimates the measure of various objects (linear, capacity, mass) in SI units.
3. Solves problems using measuring instruments (ruler, scales).
4. Constructs selected angles using protractor, compass, or Mira (to 180°) as directed by the teacher.

5. Estimates the size of a given angle within limits specified by the teacher.
6. Writes mathematical sentences for English sentences.
7. Performs the four basic operations in SI units.
8. Calculates perimeters of polygons with or without a formula.
9. Calculates areas of triangles, rectangles, and parallelograms.
10. Solves word problems which can be solved by addition, subtraction, multiplication, or division.
11. Solves word problems containing extraneous information.
12. Constructs diagrams completely labelled with relevant numbers or measures.

Geometry

1. Maintains previously developed skills.
2. Creates and discusses simple repeated patterns in terms of translations (slides), reflections (flips), or rotations (turns).
3. Draws patterns and designs using compass only.
4. Constructs polygons using protractor and straight-edge, compass and straight-edge, or Mira (as specified by the teacher).
5. Identifies altitudes or triangles and quadrilaterals.
6. Identifies diagonals of polygons.
7. Constructs the image of a figure given a combination of transformations (translations, reflections, rotations).
8. Given congruent figures on geopaper, names the transformation or combination of transformations that move one figure on to the other.
9. Represents a translation by a slide arrow, a reflection by a reflection line, and a rotation by a turn center and turn arrow.
10. Classifies polygons according to the number of sides.
11. Identifies and classifies angles according to their measure.
12. Identifies and classifies triangles with respect to:
    a. measures of sides
    b. measures of angles
    c. lines of symmetry
13. Determines the angle sum of triangles.
14. Generates a perimeter formula for any regular polygon.

Graphing

1. Given a number and a procedure, gives the second element with which the number is paired:
   a. in numerical settings
   b. in practical settings (postage, packaging, distance a bicycle travels)

2. Graphs points of a linear function, given the ordered pairs, and notes that these points lie on a line.

3. Reads, interprets and applies information from pictographs, line graphs, or circle graphs.

4. Constructs line graphs and bar graphs.

Algebra

1. Evaluates expressions by substituting for the variables (using whole numbers and decimals).

2. Solves the following types of conditions (equations) involving whole numbers or decimals:

    a. $a + x = b$ b. $ax = b$ c. $ax + bx = c$

3. Verifies solutions of conditions (equations) by substitution.

GRADE EIGHT

Prescribed References

>Ebos, Frank et al. *Math Is 2.*
>>Don Mills: Thomas Nelson & Sons, 1975.

>Elliott, H. A. et al. *Holt Mathematics 2.*
>>Toronto: Holt, Rinehart & Winston, 1976.

>Fleenor, Charles R. et al. *School Math 2.*
>>Don Mills: Addison-Wesley, 1974.

Course Content

The following section outlines various skills and understandings which the Grade 8 student should acquire.

Number Systems

A. *Whole Numbers*

1. Understands and uses the terms *exponent, base, power, squared, cubed,* and *to the nth power.*
2. Understands and uses the following properties:

   a. $a^x \cdot a^y = a^{x+y}$ b. $a^x \div a^y = a^{x-y}$

3. Writes numbers in various forms:

   a.   expanded form of whole numbers using exponential notation

   b.   whole numbers in scientific notation.

4. Writes the values for powers (whole numbers bases and exponents).
5. Maintains previously developed skills in problem solving.
6. Given sets of data, finds patterns which are functions.

B. *Integers*

1. Demonstrates the need for integers.
2. Develops the integers using whole numbers and directed segments.
3. Compares the whole numbers and integers by plotting both sets on a number line.
4. Demonstrates the use of identity elements and the zero property.
5. States the additive inverse of any integer.
6. Performs the operations of addition, subtraction, multiplication and division with integers.
7. States the multiplication inverse of any integer other than zero.
8. Evaluates integral expressions by using the properties to produce short cuts in the computation. (Limit: commutative, associative, distributive.)

   e.g. $-6 + {}^+4 + {}^+6 = n$

   $(-6 + {}^+6) + {}^+4 = n$

   $0 + {}^+4 = n$

9. Orders integral expressions by using $<$, $>$, or $=$.
10. Demonstrates the relationship between integers, whole numbers, and fractionals.
11. Writes mathematical sentences for English sentences.
12. Solves world problems which can be solved by addition, subtraction, multiplication or division. (Limit to integers.)
13. Solves world problems containing extraneous information.
14. Locates any point defined by an ordered pair of integers (in all four quadrants).
15. Illustrates an appreciation for numbers by working on pattern problems.

C. *Rationals*
1. Maintains previously developed skills in computation with fractional and decimal numerals.
2. Performs the operations of addition, subtraction, multiplication, and division with positive rational numbers, using algorithms.
3. Demonstrates the need for rational numbers.

    e.g. -5 ÷ 2 = x, closure property.
4. Recognizes rational numbers as all numbers which may be expressed in the form a/b, $b \neq 0$, or as infinite repeating decimals.
5. Compares the rational numbers and integers using a number line.
6. Orders rational numbers using $<$, $>$, or $=$.
7. Writes mathematical sentences for English sentences.
8. Solves word problems which can be solved by addition, subtraction, multiplication, or division. (Limit to positive rationals.)
9. Solves problems containing extraneous information.

Ratio and Proportion
1. Maintains previously developed skills.
2. Converts decimals to percents.
3. Converts percents to decimals or common fractions.
4. Solves word problems involving simple interest, commission, sales tax, and single discount.
5. Solves word problems involving percent of increase or decrease.

Measurement
1. Maintains previously developed skills.
2. Develops facility in area measurement using SI units cm^2, m^2.
3. Uses the appropriate SI unit in area measurement and demonstrates the inter-relatedness of one unit to another.
4. Calculates the perimeter of polygons using a formula.
5. Calculates the area of triangles and quadrilaterals using a formula.

6. Extends knowledge of area to hectare and expresses area using proper symbols.

7. Uses the appropriate SI unit and symbol when measuring and expressing volume.

8. Understands the inter-relatedness of volume units cm^3 through m^3.

9. Develops and uses formula to calculate circumference and area of circles using appropriate SI units.

10. Solves word problems involving situations described in SI units. (Students should be encouraged to draw diagrams and estimate.)

Geometry

1. Maintains previously developed skills.

2. Uses compass and straight-edge to construct angles.

3. Uses compass and straight-edge to bisect angles, construct perpendicular bisectors, and construct specified angles (90°, 45°, 60°, 30°).

4. Constructs perpendiculars, bisectors, and specified angles, and bisects angles using reflections.

5. Identifies and classifies polygons.

6. Identifies pairs of angles: supplementary, complementary, corresponding, linear, opposite and adjacent.

7. Identifies and classifies quadrilaterals by examining relationships between:
   a. lines of symmetry
   b. parallel sides
   c. measures of angles
   d. measures of sides.

8. Generates an area formula for specified quadrilaterals (parallelogram, rectangle, square).

9. Uses slide notation to describe various translations (slides).
   e.g. 3R, 2D for 3 right and 2 down.

10. Describes translations using ordered pairs.
    e.g. (+3, -2) for 3 to right, 2 down.

11. Obtains the rotation image for any polygon.

Graphing

1. Generates a set of ordered pairs in a linear function given the defining equations.

2. Graphs points of a linear function given ordered pairs of integers, and notes that those points lie on a line.

3. Constructs circle graphs.

Algebra

1. Evaluates expressions by substituting for the variables, using whole numbers, fractions, decimals, integers, and rationals.

2. Solves the following types of conditions (equations), in which the solution does not involve computation with negative fractional numbers:

   a. $a + x = b$ d. $\dfrac{x}{a} = \dfrac{b}{c}$ e. $ax + bx = c$

   b. $ax = b$

   c. $ax + b = c$

3. Writes mathematical sentences for English sentences describing real life or abstract number relationships.

4. Solves word problems involving abstract number relationships.

GRADE NINE

Prescribed References

Ebos, Frank et al. *Math Is 3*.
  Don Mills: Thomas Nelson & Sons, 1976.

Elliott, H. A. et al. *Holt Mathematics 3*.
  Toronto: Holt, Rinehart & Winston, 1978.

Krysak, Walter P. et al. *Math Probe 1*.
  Toronto: Holt, Rinehart & Winston, 1976.

Course Content

The following section outlines various skills and understandings which the Grade 9 student should acquire.

Number Systems

A. *Whole Numbers*

1. Writes the values for powers (whole number exponents).
2. Understands and uses the following properties:

    a. $(a^x)^y = a^{xy}$ c. $a^0 = 1$, $a \neq o$

    b. $a^{-x} = \dfrac{1}{a^x}$

3. Maintains previously developed skills in problem solving.
4. Expresses a number as a product of factors (including prime factorization).

B. *Integers*

1. Maintains previously developed skills.
2. Simplifies expressions involving the order of operations (four arithmetic operations and powers).

C. *Rationals*

1. Maintains previously developed skills.
2. Writes any number in scientific notation and vice-versa.
3. Recognizes a need for negative rationals.
4. Writes positive or negative rationals in the lowest terms or higher terms.
5. Adds, subtracts, multiplies and divides positive or negative rational numbers.
6. Changes positive or negative rationals in the form a/b, $b \neq 0$ to decimals.
7. Changes rational numbers in decimal form to the form a/b.
8. Solves problems involving positive and/or negative rationals (emphasis on decimals).
9. Estimates products and quotients to determine if an answer is reasonable.
10. Estimates square roots of numbers.
11. Uses tables to determine the square root of a number.

Ratio and Proportion

1. Maintains previously developed skills.
2. Uses ratios to solve problems involving:
   a. percentages
   b. distance, speed and time
   c. profit, interest, commission, tax, discount, premiums.
3. Uses ratios to construct scale drawings.

Measurement

1. Maintains previously developed skills.
2. Calculates surface areas (SI units) of prisms and cylinders using formulas.
3. Calculates the area of regular polygons.

Geometry

1. Maintains previously developed skills.
2. Demonstrates knowledge of the Theorem of Pythagoras through an ability to solve problems.
3. With compass and straight-edge, constructs triangles congruent to given triangles, using SSS, SAS, and ASA.
4. Constructs regular polygons.
5. Uses such terms as *edges, faces, lateral face, base, height,* and *slant height* in examining prisms, pyramids and other polyhedra.
6. Classifies right prisms and right pyramids, given models of various types.
7. Constructs models of right prisms, right pyramids or regular polyhedra as specified by the teacher.
8. With assistance, develops formulas to measure volume and surface area of right prisms and cylinders.
9. Given word problems or diagrams and formulas, solves volume and surface area problems.

Graphing

1. Makes graphs from mathematical data and recognizes the dependent variable and the relation constant. (Limit to linear relations.)
2. Pictures square roots of numbers graphically and reads approximate roots of nonperfect squares from the graph.

Algebra

1. Solves any first degree equation in one variable with rational coefficients.
2. Writes word problems for given mathematical statements.
3. Solves a variety of problems by writing an equation in one variable and solving same.
4. Knows that letters represent variables.

5. Knows that formulas represent rules or definitions that express a relation between variables in mathematics and/or science.

6. Interprets mathematical data and can express it as a relationship. (Limit to linear relations using a non-formal approach.)

7. Applies mathematical principles of variation and formulas to real situations.

8. Predicts the effect of altering specific elements of a formula.

9. Solves problems which require the use of a formula.

10. Identifies specific algebraic terminology: *constants, variables, terms* and *factors* in an expression.

11. Evaluates expressions by performing the operations in correct order.

12. Classifies polynomials as monomials, binomials or trinomials.

13. States the degree of a polynomial and writes the polynomial in standard form.

14. Translates English expressions into algebraic expressions.

15. Identifies the numerical coefficient of a monomial.

16. Identifies "like" and "unlike" terms and is able to combine like terms.

17. Finds the sum and difference of polynomials by re-ordering the elements.

18. Finds the products and quotients of monomials.

19. Finds the product of a monomial and a polynomial.

20. Factors a polynomial by taking out the greatest common factor.

21. Finds the product of binomials.

22. Factors trinomials $ax^2 + bx + c$, where $a = 1$.

Grade 9 Optional Units

Where time permits, optional units for study may be selected from among the following topics. Please see the *Curriculum Guide for Junior High Mathematics, 1978* for unit outlines, teaching suggestions and resources.

1. Probability
2. Statistics
3. History of Mathematics
4. Consumerism
5. Problem Solving
6. Motion Geometry
7. Hand-Held Calculators
8. Locally Developed Unit(s)

SCIENCE

GENERAL OBJECTIVES OF SCIENCE EDUCATION 1 - 12

1. To develop the ability to inquire and investigate through the use of science process skills.

2. To promote assimilation of scientific knowledge.

3. To develop attitudes, interests, values, appreciations, and adjustments similar to those ideally exhibited by scientists at work.

4. To develop an awareness and understanding of the environment with positive attitudes and behaviours toward its use.

5. To develop a critical understanding of those current social problems which have a significant scientific component in terms of their cause and/or their solution.

6. To promote awareness of the humanistic implications of science.

7. To promote an understanding of the role that science has in the development of societies and the impact of society upon science.

8. To contribute to the development of vocational knowledge and skill.

Organization of Program for Grades 7, 8 and 9

Approximately 80 hours of instructional time shall be devoted to the core topics and approximately 20 hours to elective topics. Content of the elective units is to relate to the core in one of three ways:

a. an extension of a core topic (breadth)
b. an in depth, intensive study of a core topic
c. a practical application of a core topic.

GRADE SEVEN

Prescribed References

Carter, J. L. et al. *Life Science: A Problem Solving Approach.* Scarborough: Ginn & Co., 1977.

Smallwood, W. L. *Challenges to Science: Life Science.* Scarborough: McGraw-Hill, 1976.

Objectives

After participating in the activities and completing the assignments associated with this course, the student should be able to:

7.1 Demonstrate a knowledge of and be able to discuss the identified major concepts and their subconcepts within the context of a study of life science. These major concepts are:

All sets of objects including living things may be classified into groups having common characteristics.

Cells are the unit of structure and function of most living things.

Living things carry on certain fundamental processes to sustain and perpetuate life.

All living things interact with and are interdependent upon each other and their environment.

7.2 Acquire such investigative skills associated with science as:

Observing with all the senses

Classifying related objects or ideas

Quantifying measured data

Manipulating data to identify the patterns

Identifying problems clearly so that the variables may be controlled or manipulated

Interpreting data, making inferences leading to hypotheses and predicting future behavior.

7.3 Identify and discuss the limitations of experimental data in terms of the underlying assumptions and the identified problem.

7.4 Assume a responsibility for keeping the workspace neat and tidy by practicing safe and careful work habits.

7.5 Recognize and be able to cite examples of the contributions made by such historical figures as Robert Hooke, Louis Pasteur.

7.6 Investigate factors related to the wise use of renewable resources and man's impact upon the environment.

Concepts

Subconcepts

7.1 All sets of objects including living things may be classified into groups having common characteristics.

1. Classification makes thinking about a large number of things simpler and easier.
   a. Within large groups, members share some common characteristics; within smaller subgroups, members share a greater number of common characteristics.
   b. Living things may be classified as protist, plant, or animal.

7.2 Cells are the unit of structure and function of most living things.

1. The techniques and tools of scientists aid in observing things.
   — Microscopes are required to study cells.

2. Plant and animal cells share many common characteristics.

3. Cells live independently or in groups.
   a. Single-celled organisms perform all the functions necessary for life.
   b. Some cells in multicellular organisms are specialized to carry out specific functions.

7.3 Living things require energy to carry on certain fundamental processes in order to sustain life.

1. Organisms require nutrients for energy.
   a. Green plants use the sun's energy to produce food.
   b. Energy from stored food is usable when organisms break down food into nutrients.
      — Some basic foods are starch, sugar, protein, fats and oils.

Concepts	Subconcepts

Subconcepts

    c. All living things obtain their energy from respiration.
      — Organisms obtain oxygen from their environment in a variety of ways.
      — Oxygen enables organisms to burn food for energy.

    d. Food products and gases must be available to all cells throughout an organism.
      — Cells receive nourishment and eliminate waste through the process of diffusion.
      — More complex organisms show a need for specialized circulatory systems.

2. Energy enables organisms to carry out activities in order to sustain life.
    a. Organisms obtain nutrients in a variety of ways.
    b. Growth of an organism may result in change in structure or proportion, or an increase in size.
    c. Organisms react to their internal and external environment.
      — Different species may have different ways of receiving and responding to stimuli.
      — Organisms differ in their adaptation to the environment.
    d. Organisms must reproduce to ensure survival of the species.
      — Organisms may reproduce sexually, asexually, or by both means.
      — An offspring inherits certain characteristics from its parents.
      — There are many variations within a population.

7.4 All living things interact with and are interdependent with each other and their environment.

1. Life on our planet is possible in the ecosphere.
    a. Living and non-living things interact within ecosystems.
    b. Communities of organisms exist within the ecosystems.

2. The members of each community show adaptations which are necessary for survival in the community.
    a. Some organisms are specific to certain communities (distribution).
    b. Some organisms may exist in more than one community (tolerance).

Subconcepts

3. An organism is the product of both heredity and environment.

4. The environment and the distribution of organisms are in a state of continual change.
   a. Nature constantly recycles materials.
   b. Changes may take place over an extended period of time.

ELECTIVES

Elective topics are to be chosen from the following list. A minimum of one topic is to be studied.

7.1 Mankind's influence may increase the rate of change with beneficial or harmful results to the environment.

7.2 Man commands the use of a great supply of energy to change the environment to his liking.

7.3 Pollution due to man's production and use of energy can be minimized.

7.4 The preservation of man's biological resources depends on awareness and the positive action of each individual.

7.5 A simple key may be used to facilitate identification of organisms.

7.6 A locally developed unit.

NOTE: Outlines for each elective, with the exception of 7.6, are provided in the Curriculum Guide along with a list of references.

GRADE EIGHT

Prescribed References

> Heller, R. L. et al. *Challenges to Science: Earth Science.* Scarborough: McGraw-Hill, 1976.
> Jackson, J. H. and E. D. Evans. *Spaceship Earth: Earth Science.* Markham: Houghton-Mifflin, 1976.

Objectives

After participating in the activities and completing the assignments associated with this course, the student should be able to:

8.1 Demonstrate a knowledge of and be able to discuss the identified major concepts and their associated subconcepts within the context of a study of the earth. These major concepts are:

> A perspective of the position and motion of the earth in space is gained by celestial observations and measurements.
> Various theories attempt to explain the origin of the solar system and the universe.
> The Sun is a typical star.
> Solar gravity and planetary inertia maintain a system of planets in orbit.
> The surface of the earth and its inhabitants are surrounded by atmosphere of air.
> Local conditions in the atmosphere are referred to as weather.
> The crust of the earth is formed of rocks.
> The crust of the earth is constantly being changed.

8.2 Demonstrate increasing competence in the investigative skills associated with science:
> Observing with all of the senses
> Manipulating technical instruments
> Collecting reliable data
> Manipulating the data to identify any patterns
> Interpreting data, making inferences leading to hypotheses, and predicting future behavior.

8.3 Participate in a study of some local phenomena such as the weather patterns over a period of time, collect the data and relate these to the regional patterns and the long-term climatic conditions.

8.4 Recognize and be able to cite the contributions to modern theories of such scientists as Galileo, Kepler, Hutton and Wegener.

8.5 Examine topics of current scientific interest in an objective and open-minded manner.

Concepts

Subconcepts

8.1 A perspective of the position and motion of the earth in space is gained by celestial observation and measurements.

1. Through history man has searched for a systematic way of orienting himself and explaining his observations.

2. The motions of the earth with respect to its neighbors have a profound effect on man.

3. The many tools and technologies used by earth-space scientists help develop explanations of the universe.

4. Matter is clustered more densely in some parts of the universe.
   a. The largest local clusters of matter are galaxies.
   b. Stars and other celestial bodies can be classified and grouped.

8.2 Various theories attempt to explain the origin of the solar system and the universe.

1. Man's religions offer an explanation of the earth's origin.

2. Science views the origins in terms of observable processes.
   a. Big Bang Theory is widely held as a possible explanation.
   b. Many others hold that the Steady-State Theory is more acceptable.
   c. Solar system origins can be explained in other ways.

8.3 The Sun is a typical star.

Much of what we surmise about the stars comes from our observations of the sun.
   a. Radiation from the sun can be used to investigate its structure, motions, history and processes.

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Concepts	Subconcepts

b. Solar radiation is both beneficial and harmful to life on its planets.

8.4 Solar gravity and planetary inertia maintain a system of planets in orbit.

1. Planetary motion is predictable.

2. The members of this solar system differ in their physical characteristics and dynamic properties:
   — Several planets have satellites of their own.

3. The moon provides an opportunity to study an extra-terrestrial body.
   a. The earth and moon interact.
   b. The moon's environment is different from the earth's.

8.5 The surface of the earth and its inhabitants are surrounded by an atmosphere of air.

1. Air is matter.
   a. Air is a mixture of gases.
   b. Air has weight and exerts pressure which can be measured.

2. The atmosphere is heated by the sun's energy which is absorbed by the earth.
   a. Radiant energy from the sun is transformed into heat. Much of the incoming heat is absorbed by the earth and its oceans.
   b. Heat absorption by the earth varies.
      — Light-colored areas reflect more heat than dark areas.
      — Oceanic areas reflect more heat than continental areas.
      — The altitude of the sun above the horizon affects the heat absorbed.
   c. Absorbed heat is distributed by a number of mechanisms.
      — Radiation is a means by which a warm body loses heat.
      — Convection currents distribute heat quickly and efficiently.
      — The distribution of heat is also achieved by conduction.
      — Heat lost equals heat gained on a global scale.

Concepts	Subconcepts

3. The air of the atmosphere is in constant motion due to unequal heating and the rotation of the earth.
   a. There is a pattern to the planetary winds.
   b. Local winds are affected by land forms and bodies of water.

4. The water cycle is an important process which involves the atmosphere.
   a. Water vapor enters the atmosphere by evaporation.
   b. Water vapor eventually condenses as the air is cooled and becomes saturated.

8.6 Local conditions in the atmosphere are referred to as weather.

1. Different air masses exist within the atmosphere.
   a. Fronts form at the boundary between different air masses.
      — Fronts can be classified.
      — Changes in weather are often associated with fronts.
      — Violent storms are often associated with fronts.
   b. High pressure areas often serve to define the extent of air masses.
   c. Low pressure areas usually form in association with fronts.

2. Weather reports give information about local and global atmospheric conditions.
   a. The information is gathered by instruments at weather stations and by weather satellites.
   b. The information given includes reports of air pressure, air temperature, relative humidity, wind direction and speed, cloud cover and precipitation.
   c. The weather map is a record of the information gathered and is used to predict future weather.

8.7 The crust of the earth is formed of rocks.

1. Common minerals are found within the earth's crust.
   — Most minerals are made up of elements from a group of only nine naturally occurring elements.

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Concepts	Subconcepts

2. Rocks are formed from a mineral or a mixture of minerals.

3. Rocks can be categorized into three main groups.
    a. Initially all rocks were formed by the cooling magma of the earth.
        — Texture and mineral content of igneous rocks can be used for identification.
    b. Erosion and/or deposition form sedimentary rocks.
        — Grain size and/or mineral content of sedimentary rocks can be used for identification.
    c. Sedimentary and igneous rocks can be reconstituted to form metamorphic rocks.
        — Metamorphic rocks are classified on the basis of their mineral content and structure.

8.8 The crust of the earth is constantly being changed.

1. Landforms are being built up by movements within the crust.
    a. Earthquakes are the result of movements of masses of rock.
    b. Faulting and folding are the result of large forces in the crust.
    c. Volcanism is associated with faulting in the crust.

2. Weathering weakens rock formations.
    a. Mechanical weathering makes small pieces out of large ones.
    b. Chemical weathering changes the rock itself.

3. Erosion changes the landforms.
    a. Erosion is caused by running water.
    b. Erosion is caused by wind.
    c. Erosion is caused by glaciation.
    d. Erosion is caused by groundwater.
    e. Agents of erosion help lay down sediments.

4. Dynamic processes are at work within the earth.
    a. Forces acting on the crust result from the nature of the structure of the earth.
    b. Theories have been advanced to explain how forces have acted on the crust to produce the present landforms.
        — Continental drift, plate tectonics and sea floor spreading are theories advanced to explain crustal deformation.

ELECTIVES

Elective topics are to be chosen from the following list. A minimum of one topic is to be studied.

8.1 Materials from the crust have had an important influence on mankind's daily living.

8.2 Evidence for determining the past history of the earth comes from a study of the crust.

8.3 Matter in the universe appears to be moving at tremendous velocities.

8.4 The oceans form a large portion of the earth's surface.

8.5 A locally developed unit.

NOTE: Outlines for each elective, with the exception of 8.5, are provided in the Curriculum Guide along with a list of references.

GRADE NINE

Prescribed References

 Bickel, C. L., et al. *Physical Science Investigations*. Markham: Houghton Mifflin, 1976.

 Carter, J. L., et al. *Physical Science: A Problem Solving Approach*. Scarborough: Ginn and Co., 1977.

 *Heath, R. W. and R. R. McNaughton. *Physical Science: Interaction of Matter and Energy*. Toronto: D. C. Heath, 1976.

 *Townsend, R. D. and P. DeHart, Hurd. *Energy, Matter and Change*. Agincourt: Gage and Co., 1973.

 Andrews, W., et al. *Physical Science: An Introductory Study*. Prentice Hall, 1978.

Objectives

After participating in the activities and completing the assignments associated with this course, the student should be able to:

9.1 Demonstrate a knowledge of and be able to discuss the identified major concepts and their associated subconcepts within the context of a study of physical science. These major concepts are:
 Matter occupies space and has mass.
 The forms and behavior of matter can be explained by the Kinetic Molecular Theory.
 Heat and temperature can be explained in terms of molecular motion.
 Energy enables work to be done and motion to be changed.
 Matter is composed of atoms and molecules.

9.2 Demonstrate proficiency in the scientific investigative skills of:
 Problem identification
 Outlining procedures and safe work habits
 Organizing observations and data
 Recording results
 Making inferences which relate to hypotheses
 Predicting future behaviors.

9.3 Identify and discuss the development of a major scientific concept such as the Kinetic Molecular Theory as it was explained by Galileo, Bacon, Thompson, Davy and Maxwell.

9.4 Participate in the routine management of the laboratory program by being responsible for the preparation of materials and equipment prior to and following laboratory periods.

9.5 Investigate scientific factors involved with a technological topic such as the development of alternative sources of energy.

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* Scheduled for delisting September, 1983.

(Revised 1981)

Concepts

9.1 Matter occupies space and has mass.

Subconcepts

1. Fundamental to the process of science is the establishment of standards for making measurements.
   a. The development of standard units and systems of measurement has taken place slowly.
   b. Good measurement techniques are necessary in order to obtain meaningful data.
   c. All measurements are approximate.
   d. Relationships existing between measurement data are often more clearly defined and understanding clarified by graphing techniques.

2. Matter can be measured by determining its linear dimensions, surface area and volume.
   a. Length, surface area and volume of regular shaped solids can be directly measured.
   b. Volume of irregularly shaped solids may be found indirectly by liquid displacement.

3. Matter can be measured in terms of its mass and weight.
   — Mass and weight are two different measurements of matter.

4. Density is a characteristic property of any given sample of matter and therefore is useful for identification purposes.
   a. Molecular arrangement influences density.
   b. Differences in the density of materials accounts for floating and sinking bodies.

9.2 The forms and behavior of matter can be explained by the Kinetic Molecular Theory.

1. Matter is composed of tiny particles.
   a. Tiny particles of matter are called molecules.
   b. Molecules vary in size.
   c. Spaces exist between the molecules of matter.

2. Molecules are in a state of constant motion.
   a. Brownian movement provides indirect evidence of molecular motion.

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Concepts	Subconcepts

b. Molecular motion in solids may be vibrational about a fixed position.

c. Molecules in liquids may be able to slide or move over one another in random directions.

d. Molecules in gases may have considerable freedom of movement in random directions.

e. The greater the freedom and rate of movement of molecules of the same kind, the higher their energy content.

3. Molecular movement is the basis for diffusion.

a. Diffusion is slow in solids due to limited molecular motion and their closely packed, orderly arrangement.

b. Diffusion takes place more readily in liquids and gases.

c. Rate of diffusion depends on the temperature of the substances.

d. Rate of diffusion depends on the size of the molecules involved.

e. Dissolving is a form of diffusion.

f. Solutions are formed when molecules of one substance spread out evenly throughout another substance.

—No boundaries between components of a solution can be observed.

4. Molecular motion results in evaporation.

a. Evaporation involves a change in state from a liquid to a gas.

b. Evaporation occurs as faster moving molecules near the surface escape.

c. Evaporation produces a cooling effect.

d. Different liquids evaporate at different rates.

e. Rate of evaporation of a given liquid depends on:

—Temperature of the liquid

—Vapor content of the air above

—Movement of air across the liquid surface

—Surface area of the liquid that is in contact with the air.

9.3 Heat and temperature can be explained in terms of molecular motion.

1. Heat and temperature are related.

a. Temperatures may be measured indirectly by utilizing the response of matter to changes in temperature.

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Subconcepts

—An arbitrarily chosen standard is necessary in the construction of most temperature scales.

—Several temperature scales have been devised (Celsius, Kelvin and others).

b. Heat is measured indirectly by the effects it produces.

—Heat is measured by observing temperature changes of a known mass of water at a known initial temperature.

—Heat is measured in joules.

c. Different substances absorb or release different amounts of heat, even though they have similar masses and undergo similar temperature changes.

—The heat capacity of water is greater than that of most other substances.

—Substances having high heat capacities are good coolants.

d. When a body at higher temperature is in contact with a body at a lower temperature, heat flows from the first to the second body.

—Heat is conserved in that heat lost by one body is gained by the other.

—Heat may be transferred by conduction, convection, or radiation.

2. Matter exists in different states.

a. Matter can exist in solid, liquid or gas form.

—Each state is characterized by definite general properties.

b. The addition or removal of heat causes matter to change state.

c. As any given pure substance changes state, its properties change but its composition does not.

d. Temperature remains constant during a change of state.

3. A relationship exists between molecular motion and the volume occupied by matter.

a. With few exceptions the volume of a solid increases as molecular vibrational motion increases.

b. With the exception of water at temperatures below 4°C, liquids increase in volume as molecular motion increases.

c. At constant pressure all gases expand uniformly as molecular motion increases.

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Concepts	Subconcepts

9.4 Energy enables work to be done and motion to be changed.

1. Energy may be described as either kinetic or potential energy.

2. Energy is present in the universe in several forms.
   — Electrical energy
   — Chemical energy
   — Mechanical energy
   — Heat energy
   — Light energy
   — Nuclear energy
   — Gravitational energy
   — Magnetic energy

3. One form of energy may be changed into another.

9.5 Matter is composed of atoms and molecules.

1. Theories and/or models have been developed to assist in understanding atoms.
   a. All matter is made up of atoms.
   b. The atomic model has an internal structure consisting of protons and neutrons forming a central core or nucleus, and an outer structure of electrons.
   c. The various kinds of atoms are called elements.

2. A relationship exists between atoms and molecules.
   — Atoms can exist individually or in combination with other atoms of the same or different elements, and therefore, are the building blocks of molecules.

3. A relationship exists among elements, compounds and mixtures.

4. There is a difference between physical and chemical changes.
   a. Several examples of physical change are observable.
      — Physical properties of matter are determined by inter-molecular distances and forces.
      — A change in state represents one of the most common physical changes.

Subconcepts

— Changes in molecular motion and inter-
molecular distances and forces of attrac-
tion (adhesion, cohesion) also account for
physical changes.
b. Several examples of chemical change are
observable.
— Molecular composition determines the
chemical properties of matter.
— Most chemical changes require a great deal
more energy than do physical changes.

ELECTIVES

Elective topics are to be chosen from the following list. If 9.1 is selected, a
minimum of two sub topics are to be studied.

9.1 Many forms of energy exist which can be transferred from place to place or
converted from one form to another.
— Work represents a transfer of energy (simple machines).
— Electrical energy can do work and can be changed to other forms of
energy.
— Light energy can do work and can be changed to another form of energy.
— The energy of sound plays a significant role in mankind's daily living.

9.2 Liquid pressure can be used to reduce the force required to move an object.

9.3 Latent heat accounts for the energy required to cause a change in state of a
substance.

9.4 A locally developed unit.

NOTE: Outlines for each elective, with exception of 9.4, are provided in the
Curriculum Guide along with a list of references.

SOCIAL STUDIES
Grades 7 - 9

I. SOCIAL STUDIES DEFINED

Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern.

A. History, Geography, and the Social Sciences

History, geography, and the social sciences provide the content for inquiry into social issues. These disciplines enable students to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of the human experience. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

B. Citizenship

Effective citizenship is the ultimate goal of social studies. The value, knowledge, and skill objectives of the Alberta Social Studies Curriculum are designed to help students develop intellectual independence, moral maturity and more effective involvement in the political, economic and social affairs of their communities. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

The Alberta Social Studies Curriculum recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country's history, geography, government, and economy. The allocation to Canadian Studies in the 1981 Alberta curriculum represents about 60% of the total prescribed content.

II. OBJECTIVES OF THE 1981 ALBERTA SOCIAL STUDIES CURRICULUM

A. Interrelatedness of Objectives

The objectives of the 1981 Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity and effective participation in community affairs.

To ensure the development of these characteristics, the objectives of the social studies curriculum are organized around three types of objectives.

- VALUE OBJECTIVES: understanding of, and sensitivity to, the value positions of oneself and others, and the ability to resolve conflicts of competing values;
- KNOWLEDGE OBJECTIVES: the acquisition of significant ideas from the past (history) and the present (geography and the social sciences), as well as from relevant aspects of art, literature and music; and
- SKILL OBJECTIVES: specific competencies that are required to conduct research at all stages of the inquiry process and to participate purposefully with other people in democratic action.

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As can be seen in the definitions that follow, and in specific statements of prescribed objectives for grade level topics, the three types of objectives are substantially interrelated and overlapping.

B. Value Objectives

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

For all topics in the Alberta Social Studies Curriculum, prescribed value objectives encompass three aspects of student development.

— Development of understanding of distinctive human values.
— Development of competencies in processes of value analysis, decision-making, and moral reasoning.
— Development of positive attitudes towards self, others and the environment.

C. Knowledge Objectives

To be an effective citizen, one needs to be informed. Only by knowing their world can people exercise even partial control of that world. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

Prescribed knowledge objectives for social studies topics encompass three levels of organization: facts, concepts, and generalizations. Prescribed concepts and generalizations tend to reflect broad human processes and relationships. Prescribed factual knowledge, by contrast, tends to be drawn directly from history, geography or the social science disciplines. Facts that are prescribed for grade level topics are identified within the structure of a question format entitled **Questions to Guide Inquiry.** In formulating the "Questions to Guide Inquiry" component of knowledge objectives for grade level topics, care has been taken to ensure that significant factual information will be attained by students, and a variety of levels of thinking processes encompassed.

The process of developing, testing and substantiating (or falsifying) generalizations is amongst the most important qualities of true inquiry. The Alberta Social Studies Curriculum emphasizes the place of generalizations in the structure of knowledge, and the importance of students developing their own generalizations from concepts and factual information.

D. Skill Objectives

Skill objectives for the Alberta Social Studies Curriculum include both inquiry and participation skills. Inquiry skills encompass eight "areas" of research, representing the major steps in a generalized model of social inquiry. This model can be expanded or modified in numerous creative ways to suit specific topics, disciplinary emphases, resources and student maturity. Participation skills comprise four "areas" of skills and can be developed throughout the process of inquiry.

Within each topic, some skill areas are emphasized (those in standard type). Skills listed in italics may be given less emphasis for that topic. It should be noted that each area of skill objectives is prescribed for emphasis at least once for each grade.

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INQUIRY SKILLS
Skill Area One: IDENTIFY AND FOCUS ON THE ISSUE

— Identify the elements of the social issue (e.g., value, factual, defini-
   tional, policy elements and competing values)
— Describe the social issue in terms meaningful to students
— Paraphrase the issue from different sources, or expressions of opinion

Skill Area Two: ESTABLISH RESEARCH QUESTIONS
                     AND PROCEDURES

— Hypothesize possible solutions
— Formulate appropriate research questions to guide information gathering
— Select appropriate techniques and resources for research

Skill Area Three: GATHER AND ORGANIZE DATA

— Read and interpret:
     print materials (contemporary and historical)
     maps and globes
     graphs
     tables
     charts and timelines
— Interview
— Survey
— Observe and listen to:
     individuals and groups of people
     audiovisual materials
— Conduct participant observation
— Record by:
     outlining
     paraphrasing
     tabulating
     mapping
     charting (retrieval, etc.)
     diagramming
     sketching and painting
     graphing
     note making

Skill Area Four: ANALYZE AND EVALUATE DATA

— Categorize data
— Compare and contrast data
— Explain discrepancies in viewpoints, positions and arguments
— Evaluate bias and emotionalism, subjectivity and objectivity
— Infer reasons for varying perspectives
— Discriminate relevant from irrelevant data

Skill Area Five: SYNTHESIZE DATA

— Develop concepts
— Formulate generalizations
— Relate causes and effects
— Summarize information

Skill Area Six: RESOLVE THE ISSUE
- — Formulate alternative solutions
- — Analyze values underlying each alternative
- — Predict the consequences of each alternative
- — Evaluate alternatives and make a policy decision based on:
      adequacy of supporting evidence
      logical consistency of arguments
      priority of personal values
      priority of social values

Skill Area Seven: APPLY THE DECISION

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, social action is not prescribed but is encouraged where possible, given the above cautions.

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not prescribe social action strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta Social Studies Curriculum, they should:
- — Consider the feasibility and desirability of applying the decision in some form of action
- — Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process). In particular, students should be encouraged to regard their school as a real and viable social institution and to find ways to improve school life
- — Apply the plan (if feasible and desirable):
      in the classroom
      in the school
      in the broader community

Skill Area Eight: EVALUATE THE DECISION AND THE PROCESS

- — Judge the worthwhileness of the consequences of the decision:
      to self
      to others
- — Examine the appropriateness of the action
- — Access the suitability of the process to the issue and resources
- — Decide whether to culminate inquiry, or to continue it

PARTICIPATION SKILLS

In a complex, democratic society it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. Working together depends upon competence in several kinds of skills, including those outlined below.

Skill Area One: COMMUNICATE EFFECTIVELY
— Express ideas clearly and succinctly, orally and in writing
— Support ideas logically
— Adapt a communication on the basis of:
    size of audience (e.g., individual, small group, class or community)
    age of audience
    purpose of message (e.g., formal or informal)

Skill Area Two: INTERPRET IDEAS AND FEELINGS OF SELF AND OTHERS
— Listen to the expression of ideas and feelings of others
— Understand and empathize with the dilemmas and decisions of others
— Interpret feelings from verbal and non-verbal cues

Skill Area Three: PARTICIPATE IN GROUP WORK AND DECISION-MAKING
— Choose an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure
— Apply alternate roles as leader or follower in a group
— Prepare a position in understandable and persuasive terms
— Organize activities to promote group goals
— Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus
— Provide support in furthering group goals

Skill Area Four: CONTRIBUTE TO A "SENSE OF COMMUNITY"
— Demonstrate a sense of sharing of group goals and aspirations
— Assist in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust
— Take steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both in and outside the classroom.

III.   MINIMUM EXPECTATIONS
Core/Elective Components

Like other subjects in Alberta schools, social studies has core and elective components.

The mandatory core comprises 75% of the program and is represented by the topics and statements of objectives that follow. The elective portion occupies 25% of the program. Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and

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community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

IV. LEARNING RESOURCES

1. Prescribed Learning Resources:

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch:

— *Alberta School Book Branch Catalogue*
— *Social Studies Learning Resources for Elementary Schools*
— *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

2. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the Alberta School Book Branch.

WHAT IS PRESCRIBED IN ALBERTA SOCIAL STUDIES: A SUMMARY

1. Three (3) topics for each of Grades One through Ten and two (2) topics for each of Grades Eleven and Twelve are **prescribed** for study.

2. One social issue per curriculum topic is **prescribed** for inquiry. Teachers are encouraged to **modify** specific issues so long as the general intent and meaning are preserved.

3. Value objectives, knowledge objectives and skill objectives are **prescribed** for each topic.

4. The model of social inquiry should be viewed as a flexible process and is **not prescribed**. Rather, the model should be expanded or modified by teachers to reflect the needs of individual students and classrooms. Availability of resources and disciplinary emphasis of the topic will also affect the particular approach to inquiry in which teachers and students engage in social studies.

5. Social action is not **prescribed** but is **encouraged** where possible and when desirable/feasible.

6. The mandatory **core** comprises 75 percent of the program and is represented by the 34 topics and the statements of objectives. The optional **elective** portion comprises up to 25 percent of the program.

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7. **Prescribed** learning resources are those listed in these documents for 1981-82: *Alberta School Book Branch Catalogue, Social Studies Learning Resources for Elementary Schools* and *Social Studies Learning Resources for Secondary Schools*.

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a **majority** of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 Alberta Social Studies Curriculum.

Recommended learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of **some** of the prescribed objectives.

The choice of which particular resources are to be obtained, and how they will be used, is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

Resources that are prescribed for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title and Author	Publisher
7A	*Marooned: An Examination of Culture,* Revised Edition	Canadian Social Sciences Services
7B	Surviving Peoples Series — Luling, *Aborigines*	Macdonald Educational Ltd.
7B	*Pygmies of the Ituri Forest*	Gage Educational Publishing
7C	*The Metis People of Canada: A History* — Alta. Federation of Metis Settlement Associations, Anderson and Anderson	The Alberta Federation of Metis Settlement Associations and Syncrude Canada Ltd.
7C	*The Canadian Mosiac* — McFadden, Sill, Delaney, Munroe	Moreland Latchford
7C	Multi-Cultural Canada Series — Hill, Burke, Ito, Mastrangelo, Flint, Andrews *The Italian Canadians; The Japanese Canadians; The Ukrainian Canadians, The Scottish Canadians*	Van Nostrand Reinhold Ltd.

8C	Global Insights: People and Culture Series: *India* *Sub-Saharan Africa*	Charles E. Merrill Publishing Company
8C	*Tradition and Modernization in Asia and Africa* (Kit)	ACCESS Alberta
9A	Western Civilization Series: *The Growth of Industrialization*	Globe/Modern Curriculum Press
9A	*Impact of the Industrial Revolution*	Academic Press
9A/C	*People, Technology and Change*	McGraw-Hill Ryerson Ltd.
9B	*The Soviet World* (Kit)	E.M.C. Corporation
9C	*Across Canada: Resources and Regions*	Wiley Publishers of Canada Ltd.
9C	*The Technology Connection: The Impact of Technology on Canada*	Commcept Publishers Ltd.

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TOPIC A: DEFINING CULTURE: AN INTRODUCTION

GRADE SEVEN
PEOPLE AND THEIR CULTURE

In this topic, students develop a framework within which to examine the relationships among various aspects of culture. The framework should include:

1. Economic Aspects (e.g., resources, tools)
2. Social Aspects (e.g., patterns of communication, social organization, values and beliefs)
3. Political Aspects (e.g., governance, control)

Students should develop the framework through an examination of experiences in their own cultural context, emphasizing the roles of, and relationships between, self, family, school, peer group and community.

Competing Values and Social Issue

Conformity Individuality
To what extent should individual uniqueness be valued in a culture?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only*).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Understanding of Values
 	
1. Identify ways in which both conformity and individuality are important to the physical and mental survival of members of a culture.
 	
  — *What would happen if people in a culture did not conform to its mores? (Consider a variety of specific situations, from driving on the right-hand side of the road, in our culture, to sharing meat after the hunt, in other cultures.) What would happen if members of a culture were not permitted to express their individuality? How would that make them feel?*
 	
2. Define the limits of individuality and conformity that can be tolerated within a culture.
 	
  — *How is individuality rewarded punished in various culture settings?*
  — *To what extent can individuality or conformity be tolerated before the physical and mental survival of members of a culture is threatened?*
	1. Generalization
	
	Groups of people establish institutions to enable individuals to meet their basic needs. Conflicts may arise if individuals or groups perceive the fulfillment of their needs as contrary to the roles, norms and values established by their institutions.
	
	2. Concepts
	
	1. Culture
	2. Norms
	3. Institutions
	4. Roles
	5. Sanctions
	6. Values
	7. Belief system
	
	3. Questions to Guide Inquiry
	
	1. How are cultures organized to satisfy the needs of their members?
	
	2. How are specific needs met within each cultural pattern?
		1. Develop Inquiry Skills
		
		1. Focus on the issue by
		  — identifying everyday conflicts involving conformity to the norms of society and expressions of individuality.
		  — rewriting the formal issue, substituting specific examples, such as "Should schools be used to inculcate particular beliefs and behaviours?"
		
		2. *Establish research questions and procedures by brainstorming a list of questions designed to collect data on the role of institutions in satisfying the needs of the members of a culture.*
		
		3. Gather and organize data by participating in a simulation to "construct" a culture.
		
		4. Analyze and evaluate data by categorizing behaviours as either social, political, or economic aspects of culture.
		
		5. Synthesize data by
		  — drawing conclusions about the role of institutions in establishing a balance between conformity and individuality in order that human needs can be met within a particular culture.

2. Develop Competencies

1. In value analysis, by examining institutions in our culture to determine the extent to which they encourage conformity and/or individuality.
   — *In what ways does each of the following institutions inculcate certain beliefs and behaviours in its members:*
     ● *school?*
     ● *family?*
     ● *media?*
   — *In what ways does each institution encourage individuality?*
   — *Of the two positions, which seems to dominate in each institution?*

2. In decision-making, by choosing either conformity or individuality, based on the consequences of each.
   — *What would be the consequences if each alternative was emphasized in a particular institution? Which would you prefer?*

3. In moral reasoning, by testing one's position, using the Universal Consequences Test.
   — *Assuming that your position was adopted by an institution, how would this institution contribute to the physical and mental well-being of members in our culture over the long term?*

3. Develop Attitudes

1. Of respect for others, by sharing personal ideas and interests.

2. Of objectivity, by discussing factual similarities and differences among institutions without allowing previous understandings and value judgments to interfere.

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3. How do social, economic, and political aspects of culture interact?

4. How is "culture" learned? What role does language play in the learning of appropriate beliefs and behaviours?

5. How is individual behaviour influenced by culture?

6. How do people express their individuality in our culture? In other cultures?

7. What aspects of culture change most readily? How do institutions help to regulate change?

8. What are the aspects of culture that seem most important in developing a framework for culture inquiry?

   — developing a general model that could be used to analyze a specific culture.

6. *Resolve the issue by predicting the extent to which conformity or individuality can be tolerated by institutions and by individuals before serious disruption in a culture is experienced.*

7. *Apply the decision by considering the feasibility and desirability of encouraging more conformity or more individuality in some aspect of the school or community.*

8. *Evaluate the decision by examining the appropriateness of encouraging the above change in related situations.*

2. Develop Participation Skills

1. *Support ideas logically by defending, in point form, a decision to encourage more conformity or individuality in some aspect of the school or community.*

2. *Interpret ideas and feelings of others by listening for specific phrases which express a class member's feelings about institutional roles, norms and values and the proper balance between conformity and individuality.*

3. Participate in group decision-making by
   — applying alternative models (e.g., consensus, majority rule, authority) for arriving at a group decision on a specific issue.
   — assessing the alternative models in terms of the preferred balance between conformity and individuality.

4. Contribute to a "sense of community" by participating in a simulation which reconstructs culture.

TOPIC B: CASE STUDIES OF NON-INDUSTRIAL SOCIETIES

GRADE SEVEN
PEOPLE AND THEIR CULTURE

In this topic, the framework for culture study that was developed in Topic A is used to examine issues pertaining to the cultures of non-industrial societies today; e.g., Aborigines of Central Australia, Tasaday, Bushmen, Pygmies of the Ituri. As the framework is applied to a specific culture case study, it is expected that students will develop sensitivity to the limitations of any one culture perspective, including their own. Students should be encouraged to refine the original framework to accommodate culture patterns that do not exist in Western technological society (e.g., kinship patterns, mythology as a guide for behaviour).

Competing Values and Social Issue

Ethnocentrism/Empathy
From what perspective should we assess non-industrial cultures?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in *italicized print are illustrative only*).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Understanding of Values

1. Identify cultural values in a non-industrial society which are central to that society's way of life.
   — *What are some values that are central to the existence of a non-industrial culture, yet are of less importance in our society? How does this affect our view of their culture?*

2. Define what is meant by ethnocentric and empathetic perspectives.
   — *How do our experiences shape the way we view people in other cultures? How is our view of others limited when we evaluate them only in terms of ourselves? What does it mean to "put yourself in someone else's shoes"? How is this different from ethnocentrism? How should we define empathy?*
   — *What specific behaviours demonstrate ethnocentrism? What examples can be found to show that members of Western technological society have sometimes viewed non-industrial*

1. Generalization

The culture in which one matures is a significant force in the development of one's frame of reference. This in turn influences perceptions of other cultures.

2. Concepts

1. Frame of reference
2. Natural environment
3. Cultural contact
4. Social change
5. Non-industrial

3. Questions to Guide Inquiry

1. Where are some non-industrial cultures located?
2. What are the social, political and economic patterns found in the culture(s) being studied?
3. What is the relationship between the natural environment and the way in which this culture satisfies needs?

1. Develop Inquiry Skills

1. Focus on the issue by describing alternative frames of reference which we can use to view other cultures.
2. *Establish research questions and procedures using the framework for culture study developed in Topic 7A.*
3. Gather and organize data by
   — examining artifacts, if available, to determine construction, use and importance of some tools and/or weapons in a selected culture.
   — viewing photographs/drawings of people in a natural setting to find out how some of their needs are satisfied.
   — reading political, contour, natural vegetation and/or climate maps to find the location and infer the natural environment (surface features, ocean currents and products) of a selected culture.
   — constructing a diagram, according to scale, of a selected culture's use of immediate space and surrounding natural environment.

4. Are the norms and values of this culture understandable from a Western perspective? From the perspective of the members of the culture?

5. What aspects of the "scientific method" make it an adequate frame of reference for studying and assessing pre-industrial cultures? What are its limitations?

6. What impact has contact with Western technological society had on the culture of non-industrial societies in the past? Consider the impacts that missionaries, anthropologists, resource developers and others have had on pre-industrial cultures. Has cultural influence worked both ways?

7. What is being done today to minimize the harmful effects of culture contact with recently discovered non-industrial societies?

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societies from an ethnocentric value perspective? (Consider anthropological studies, missionary work, resource exploitation.)

2. **Develop Competencies**

1 In value analysis, by identifying the consequences of our ethnocentric (or empathetic) value perspectives on non-industrial cultures, both in the past and today.
— *What have been the consequences of contact with non-industrial societies in the past? (Consider the impacts of new tools and new ideas. Consider also the annihilation of culture groups and present-day efforts to avoid disrupting the lives of people in non-industrial cultures.)*

2. In moral reasoning, by analyzing contacts between people from non-industrial and Western technological societies.
— *How desirable are cross-cultural contacts, from the perspectives of non-industrial cultures?*
— *Using the Role Exchange Test, what would you say are the effects of such interactions on physical and mental welfare?*

3. **Develop Attitudes**

1. Of empathy for people in non-industrial cultures, by viewing contact with Western technological society from their perspectives.

2. Of respect for evidence, by accepting data which demonstrates positive and negative effects of contact with non-industrial cultures.

— completing a data-gathering chart organized according to the framework of research questions developed for the study.

4. Analyze and evaluate data by inferring reasons for alternative views about the impact of cultural contact on non-industrial societies.

5. Synthesize data by using a comparison chart to draw conclusions about the impact of Western technological societies on the non-industrial societies that have been researched.

6. Resolve the issue by identifying the consequences of different perspectives held by missionaries, anthropologists, resource developers and others, past and present, on non-industrial cultures.

7. *Apply the decision by presenting recommendations about the best ways to manage cultural contact situations.*

8. Evaluate the decision by judging the worth of recommendations above, using the principles of the Role Exchange Test.

2. **Develop Participation Skills**

1. Communicate effectively by making a formal presentation to the class on a selected topic related to the issue, using prepared notes in outline form.

2. Interpret ideas and feelings of others by role-playing a situation in which culture contact has just been made between people from a non-industrial society and people from a Western technological society.

3. *Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer) in the preparation of a group presentation on the issue.*

4. *Contribute to a "sense of community" by supporting class efforts to refine a model for culture study.*

TOPIC C: CANADA: A MULTICULTURAL SOCIETY

In this topic, students examine issues pertaining to cultural interaction, preservation and adaptation in Canada. It is recommended that the framework developed in Topic 7A be extended and applied here. Case studies should focus on at least three cultural/ethnic groups, including one of the native people (Metis, Indian, Inuit). Student research should involve an examination of relevant historical and geographic background for each ethnic group.

The study might include consideration of the fact that some Canadians may not be involved with their ethnicity, and are often more influenced by regional, class, urban or rural identities.

Competing Values and Social Issue

Minority Rights/Majority Welfare
To what extent should Canadians be encouraged to retain their ethnic/cultural heritage?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in italicized print are illustrative only.)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Define the values of minority rights and majority welfare. — *What are some minority rights that are valued by ethnic/cultural groups in Canada? What is the "welfare of the majority"? How is the majority served/not served by denying ethnic/cultural groups their minority rights?* 2. Describe ways in which cultural and ethnic groups have demonstrated the importance of minority rights in creating Canadian culture. — *What are some minority rights that are valued by ethnic/cultural groups in Canada? What is the "welfare of the majority"? How is the majority served/not served by denying ethnic/cultural groups their minority rights?* **2. Develop Competencies** 1. In value analysis, by examining arguments used to support a position based exclusively on the value of either minority rights or majority welfare.	**1. Generalization** Cross-cultural contact can result in an appreciation of diversity, but may also result in misunderstandings and tensions. **2. Concepts** 1. Socialization 2. Ethnic group/cultural group 3. Multiculturalism 4. Ethnic diversity 5. Discrimination 6. Assimilation **3. Questions to Guide Inquiry** 1. What have been the periods of major migration in Canadian history? 2. What forces have contributed to the creation of a multicultural society in Canada? 3. Which cultural and ethnic groups can we identify in our classroom? How does our classroom profile compare with the Canadian cultural and ethnic profile?	**1. Develop Inquiry Skills** 1. Focus on the issue by describing alternative views about cultural identity in Canada. 2. Establish research questions and procedures by basing data-gathering on alternative hypotheses regarding the solution. 3. Gather and organize data by — creating graphs to show the cultural and ethnic origins of the present Canadian population. — paraphrasing, from a variety of sources, the experiences of specific ethnic/cultural groups in Canada. 4. Analyze and evaluate data by — assessing ways that government policies have responded to ethnic/cultural issues in the past and present. — recognizing examples of discrimination and prejudice in historical documents. 5. Synthesize data by drawing conclusions about the problems and benefits of cross-cultural contact.

6. *Resolve the issue by*
   — *formulating alternative solutions which derive from different value positions on the issue.*
   — *predicting the consequences of each alternative solution.*
   — *evaluating each alternative according to the adequacy of supporting evidence, and the consequences of that alternative (using the Universal Consequences Test).*
7. Apply the decision by preparing a plan which would help Canadians live in cultural harmony with each other.
8. *Evaluate the decision, the action and the process by*
   — *identifying the factors which limit knowledge and, therefore, conclusions on the issue.*
   — *asking a representative of a cultural or ethnic group to comment on the plan of action.*
   — *suggesting ways of continuing to learn about the issue both in school and in the community.*

2. Develop Participation Skills

1. Communicate effectively by presenting a short anecdote relating a significant event in one's personal cultural or ethnic history, using prepared notes in outline form.
2. Interpret the feelings of self and others by taking part in a role-playing exercise related to the immigration selection process in Canada's past or present.
3. Participate in group work and decision-making by
   — *learning to challenge ideas, not individuals.*
   — *respecting the opinions of others.*
4. Contribute to a "sense of community" by taking steps to make immigrant or minority students feel welcome in the classroom and school.

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4. What are the distinguishing traditions of these various cultural and ethnic groups?
5. What were the major countries of origin of Canadian ethnic/cultural groups? Why did these groups leave their countries of origin?
6. How did immigrant groups adapt to a new life in Canada?
7. What are some examples of behaviours that Canadians have adopted from other cultures, including native cultures?
8. What are some examples of cultural conflict in Canada?

— *What logical inconsistencies might be found in extreme positions on the issue? (For example, if majority welfare is the only concern, how can the interests of the majority be served when most Canadians have an ethnic background? However, if minority rights are the only concern, how can one ethnic/cultural group avoid limiting the rights of others?)*
2. In decision-making, by defining a position on the issue in terms of what appears to be in the best interests of Canadians.
   — *What position seems to be in the best interests of most Canadians? Have you considered those Canadians who do not identify with any ethnic or cultural group, as well as members of these groups?*
3. In moral reasoning, by testing one's position based on the application of the Role Exchange Test and the Universal Consequences Test.
   — *What would be the consequences of your position for various ethnic groups? If you were a member of one such group, could you accept these consequences? If everybody took the position that you are advocating, would the consequences be desirable or undesirable?*

3. Develop Attitudes

1. Of empathy for others by assuming the role of a spokesman for a selected ethnic or native group.
2. Of objectivity, by being willing to challenge one's own position on the issue after examination of new evidence.

TOPIC A: CANADA: DEVELOPMENT OF A NATION

GRADE EIGHT
PEOPLE AND THEIR INSTITUTIONS

This topic requires students to focus on issues relating to the growth of political institutions in Canada. Inquiry should begin with an awareness of political processes in the students' own lives (family, school, group membership), and lead to an understanding of why we have the types of political institutions we have today, and how the shape of these institutions has been influenced by Canadian groups and individuals.

The historical part of the topic should begin in the 19th century and trace the development of representative and responsible government.

Students should also be introduced to current issues and needs in Canadian Confederation.

Competing Values and Social Issue

Loyalty to Institutions Institutional Reform
Should Canadians change the nature of their political institutions?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (Questions in italicized print are illustrative only).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify loyalty to institutions commitment to institutional reform as values which have influenced Canada's political institutions in the past. — *Why have Canada's political institutions evolved slowly rather than changed abruptly as in other countries like France and the United States?* — *In what ways have loyalty reform characterized significant events in Canada's political history?* 2. Define loyalty and reform from different perspectives. — *What is meant by loyalty? By reform? How would someone who is interested in keeping our present political institutions from changing define reform and loyalty? How might someone who would like to change our political institutions define reform and loyalty?*	**1. Generalization** Changes in Canadian political institutions have tended to reflect forces that are both internal and external to the institutions themselves. **2. Concepts** 1. Democracy 2. Federalism 3. Representative government 4. Responsible government 5. Constitutional government 6. Influence **3. Questions to Guide Inquiry** 1. How are decisions made in groups that you belong to (e.g., family, Students' Union)? What does it mean to be "political"? 2. What is a "political institution"? What are Canada's major political institutions? 3. What levels of government are there in Canada? What characteristics do they have in common?	**1. Develop Inquiry Skills** 1. Focus on the issue by describing examples of historical and current concerns about the appropriateness of Canada's political institutions to the needs of Canadians. 2. Establish research questions and procedures by working in small groups and then sharing ideas with other groups in class. 3. Gather and organize data by — reading and interpreting historical maps (to uncover relationships between geography and the events in the development of the Canadian nation). — reading and interpreting charts showing the structure and development of Canadian political institutions. — reading and interpreting historical maps (to uncover relationships between geography and the events in the development of the Canadian nation). — constructing a timeline of major events shaping Canada's political institutions.

3. Describe examples of how Canadians in the past demonstrated their loyalty to the political institutions of the time, and how other Canadians demonstrated that reform to meet emerging needs was very important to them.
   — *Who were (are) some Canadians whom we consider to have played important roles in determining the kinds of political institutions we have today? What values underlay their aspirations and efforts?*

2. Develop Competencies

1. In value analysis, by examining alternative suggestions about the future of specific political institutions in Canada to determine what value position each is based on.
   — *What specific suggestions have been offered about changing the following political institutions:*
     • *B.N.A. Act?*
     • *division of powers?*
     • *voting rights?*
   — *What alternative views have also been presented regarding changes in these institutions? What value positions are revealed by these suggestions and alternative views?*
2. In decision-making, by choosing the value position that is most appropriate based on the apparent consequences of each alternative for change.
   — *For each recommendation for change, what is your view of the possible consequences?*
3. In moral reasoning, by defending one's choice based on the long term consequences of each recommendation for change.
   — *What would be the long term effect if that change was was not instituted?*

3. Develop Attitudes

1. Of positive self-esteem, through interacting effectively with a political institution.
2. Of support for rational inquiry as a means of resolving the issue.

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4. How did events like the following affect the development of Canadian political institutions:
   — Rebellions of 1837?
   — The Durham Report, 1840?
   — Act of Union, 1841?
   — B.N.A. Act, 1867?
   — Change in Franchise, 1917?
   — Statute of Westminster, 1931?
5. In what ways were Canada's political institutions modeled on British, French, and American institutions?
6. What are some examples of the division of powers between federal and provincial governments?

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4. Analyze and evaluate data by
   — comparing alternative points of view about political change present in the colonies prior to Confederation.
   — categorizing the political persuasion of selected historical Canadians as radicals, moderate reformers, or conservatives.
   — examining, for bias and emotionalism, present-day arguments in support of, or against, changes in Canada's political institutions.
5. Synthesize data by relating the causes and effects of significant events in the development of Canada's political institutions.
6. *Resolve the issue by predicting the consequences of changes in selected political institutions.*
7. Apply the decision by examining the feasibility and desirability of change in a political institution, e.g., constitution of the Students' Council.
8. *Evaluate the process by critically examining the learning activities in the unit for their short and long term value.*

2. Develop Participation Skills

1. *Communicate effectively by preparing an outline and writing a multiple paragraph composition comparing two distinct perspectives on change in a Canadian political institution.*
2. *Interpret ideas and feelings of others by examining the dilemmas that historical Canadians faced in their attempts to shape political institutions.*
3. Participate in group decision-making by applying the rules of parliamentary procedure to resolve a disagreement.
4. Contribute to a "sense of community" by demonstrating a willingness to share ideas, materials and tasks with co-researchers.

TOPIC B: CANADA: DEVELOPMENT OF THE INDIVIDUAL AND INSTITUTIONS

PEOPLE AND THEIR INSTITUTIONS

This topic focuses on issues that derive from interactions between individuals and their immediate institutions. Particular emphasis is placed on the ways in which the selected institutions affect the lives of Canadians, and ways that young people can create constructive relationships with basic institutions. One or more institutions should be selected for study from the following: law, education, the Arts, science, commerce and religion.

Inquiry should enable students to recognize ways that institutions have been modified over time in response to the needs and demands of individual Canadians and groups of Canadians, and ways that institutions have contributed to the development of Canadians as individuals and as a society.

Competing Values and Social Issue

Individual Freedom/Social Responsibility
How should individuals relate to established Canadian institutions?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values	**1. Generalization**	**1. Develop Inquiry Skills**
1. Define what is meant by one's individual freedom and one's responsibilities to others within the context of good citizenship.	The values that people hold influence their relationships with established institutions. Value conflicts between individuals and their institutions often arise, and may result in social change.	1. Identify and focus on the issue by — finding specific examples from the past and present of attempts to change specific Canadian institutions. — creating a social issue from the above examples.
— *What is "good citizenship" and how would you define the balance between the rights of the individual and the welfare of society?*	**2. Concepts** 1. Institution 2. System 3. Change 4. Innovation 5. Influence 6. Rule of law	— identifying the values apparent in alternative positions on the issue. — grouping them according to whether they reflect a concern for either individual freedom or social responsibility.
2. Describe the behaviours of Canadian citizens (historical and contemporary) who have shown that they value individual freedom as well as responsibility to others when interacting within a Canadian institution.	**3. Questions to Guide Inquiry** 1. What is an "institution"? What are some of the ways in which institutions can be categorized?	2. Establish research questions and procedures by brainstorming and then refining a list of data-gathering questions.
— *What are some examples that demonstrate that, in interacting with established institutions, Canadian citizens value freedom? What are some examples of individuals having placed a sense of responsibility to others ahead of their concern for individual freedom?*		3. Gather and organize data by reading and interpreting historical case studies and current newspaper articles on individuals interacting with Canadian institutions. 4. Analyze and evaluate data by inferring reasons for varying perspectives about individuals and their impact on Canadian institutions.

2. **Develop Competencies**

1. In value analysis, by examining conflicting values evident in a selected issue about changes in an established institution.
   — *What are the alternative value positions on this issue? (Select a specific issue related to change in an institution, such as the enforcement of curfew.) What value conflicts are evident? To what extent can these conflicts be viewed as conflicts of individual freedom social responsibility?*

2. In moral reasoning, by defending one's position on the issue from the perspectives of at least two groups in society who are significantly affected by it. (Role Exchange Test.)
   — *How would others who are significantly affected by the issue feel about your decision? How would you make them understand your present position? With their interests in mind, can you still defend your position?*

3. **Develop Attitudes**

1. Of confidence in one's personal ability to influence a Canadian institution.

2. Of respect for the role of individuals in creating and shaping Canadian institutions.

3. Of objectivity, by defending a personal decision on an issue from the perspective of the two groups most affected by that decision.

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2. What are the individual's responsibilities to various institutions in a democratic society? What are the institution's responsibilities to the individual? How has this dichotomy created immense personal conflict for many "agents of change" in Canadian history?

3. What procedures can be used to change institutions? (e.g. How are laws changed?)

4. How have outstanding Canadians effected changes in our institutions (e.g. law, business, education)?

5. What social conditions have influenced "agents of change" in Canadian history?

6. What aspects of Canadian institutions have continued to remain stable through processes of change? How have individuals and groups contributed to this stability?

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5. Synthesize data by deducing logical conclusions about the benefits and limitations of individuals attempting to make an impact on established institutions.

6. Resolve the issue by
   — developing a list of alternative actions regarding the issue.
   — rank ordering this list according to individual conceptions of good citizenship.
   — defending one's decision from another perspective.

7. *Apply the decision by considering the feasibility and desirability of taking personal action.*

8. Evaluate the process by considering how inquiry into this topic could continue as everyday interactions with Canadian institutions are conducted.

2. **Develop Participation Skills**

1. *Communicate effectively by expressing an opinion orally (about ways in which individuals can affect their institutions) and providing supporting evidence.*

2. Interpret ideas and feelings of others by listening to representatives of institutions being studied, and inquiring as to how they maintain positive relationships with their institutions.

3. *Participate in group decision-making by providing ideas about the desirability and feasibility of effecting changes in the daily operations of an institution.*

4. *Contribute to a "sense of community" by sharing judgments about the effects of the study on personal attitudes, skills, and understandings.*

TOPIC C: NATIONHOOD AND CITIZENSHIP
IN ASIA AND AFRICA

GRADE EIGHT
PEOPLE AND THEIR INSTITUTIONS

In this topic, students examine an issue related to imperialism and the development of nations. One nation from each of the continents of Asia and Africa should be selected for comparison during the study.

Major attention should be given to four historical periods in the development of the nations studied: Pre-Imperialism, Western Domination, Struggle for Independence, Modernization Since Independence.

Emphasis should be placed on how institutions have changed during these periods in the nations being studied. Inquiry should acknowledge the extreme difficulties that nations must contend with in attempting, at one and the same time, to be sensitive to an indigenous way of life while seeking aspects of modernization.

Competing Values and Social Issue

Modernization/Maintenance of Traditional Culture
Should developing nations strive to retain their indigenous culture and institutions or become part of the "modern" world?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (Questions in italicized print are illustrative only.)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values	**1. Generalization**	**1. Develop Inquiry Skills**
1. Identify the values that are in conflict when developing nations attempt to respond to the basic needs of their citizens.	Since gaining independence from colonial powers, less-developed nations have attempted to develop their economies while maintaining important cultural traditions.	1. Focus on the issue by identifying the conflict between the desire for modernization and desire to maintain cultural traditions.
— *What efforts have people in developing nations made to improve their standard of living? In what ways have they protected their culture and institutions from change? What values are demonstrated by these actions?*	**2. Concepts**	2. *Establish research questions and procedures to investigate the issue in two nations across the four prescribed historical periods.*
	1. Imperialism	
2. Develop Competencies	2. Independence	3. Gather and organize data by
1. In value analysis, by identifying alternate solutions to the issue.	3. Indigenous way of life	— reading original accounts (if available) which describe encounters between Westerners and Africans Asians.
— *Using the Role Exchange Test, what would be your present recommendation for resolution of the issue?*	4. Economic development	— interpreting political maps of Africa Asia before the imperialist powers arrived, just after W.W. II, and today.
	5. International assistance	— reading bar and line graphs to interpret trends in population growth and economic development in Africa Asia.
	3. Questions to Guide Inquiry	4. Analyze and evaluate data by comparing processes of modernization across the nations under study, checking for bias and the accuracy of documentation.
	1. What were some of the dominant features of the indigenous cultures of the societies selected for study?	
	2. Why did Western nations take over large parts of the world between 1870 and 1920? How did they justify their involvement in Asia and Africa?	

3. Develop Attitudes

1. Of respect for the efforts of people in developing nations to resolve issues of cultural and institutional change.

2. Of open-mindedness, by being willing to view issues of modernization from the perspective of someone in a developing nation.

   — *Applying the Role Exchange Test, how do you think an individual in the country under study would view (specific instances of) modernization in Canada?*

3. What impact did imperialism have on institutions and culture in these countries?

4. What forces led to independence? What roles did key individuals play in struggles for independence?

5. What efforts to modernize have been made by these nations?

6. What aspects of their indigenous institutions and culture have they tried to retain?

7. What is the range of reactions among developing countries when Western nations offer economic assistance?

5. Synthesize data by formulating generalizations about the impact of imperialism on African/Asian nations, and problems of development experienced in these nations recently.

6. *Resolve the issue by examining the values underlying alternative strategies for improving the economy in African Asian societies.*

7. *Apply the decision by creating a plan for assisting developing nations through Canadian institutions.*

8. *Evaluate the decision by assessing the extent to which the above plan would promote economic growth in a developing nation.*

2. Develop Participation Skills

1. Communicate effectively by writing a multiple paragraph composition to express and justify an opinion about developing nations.

2. *Interpret ideas and feelings of people in developing nations by seeking to avoid stereotypes, and checking one's perceptions with other students.*

3. Participate in group work and decision-making by negotiating the allocation of tasks with group members.

4. *Contribute to a "sense of community" by helping create a plan of action to research the topic and resolve the issue.*

TOPIC A: SELECTED MARKET ECONOMIES

PEOPLE AND THEIR TECHNOLOGY

In this topic, students examine issues related to the growth of industrialization in Great Britain (and, if desired, the United States) in the eighteenth and nineteenth centuries. Major concern should be with the social and economic impacts of industrialization in the nation(s) studied. Inquiry should include the emergence of large-scale enterprise, increases in productivity, adjustments in working conditions, and the growth and influence of organized labour. Comparative examples should also be drawn from Canadian society to show how technology has changed, and continues to change, our quality of life. If time permits, comparisons with processes of industrialization in post-war Japan might also be made.

Competing Values and Social Issue

Materialism/Quality of Life (Aesthetics, Family and Community Solidarity, Craftsmanship, etc.)
Should societies limit industrial growth?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in italicized print are illustrative only.)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

VALUE OBJECTIVES

1. Develop Understanding of Values

1. Identify materialism and quality of life as two values influencing perspectives on industrial growth in market economies.
   - *What did many factory owners in 18th century Britain and/or 19th century U.S.A. seem to value most? What did the union leaders seem to value at this time?*
   - *What are some sub-value conflicts that can be derived from the major issue and competing values? (e.g., progress vs tradition; technological efficiency vs craftsmanship.)*

2. Describe behaviours of producers and consumers which demonstrate that both materialism and quality of life are valued in a market economy today.
   - *Is it true that, when it comes to industrial growth, factory owners, union leaders and consumers value materialism and quality of life differently?*
   - *How would a representative of each group likely respond to specific quality of life issues?*

KNOWLEDGE OBJECTIVES

1. Generalization

Processes of industrialization, accompanied by rapid technological change, result in the need for new ways to resolve disputes in a society's economic and social systems.

2. Concepts

1. Materialism
2. Quality of life
3. Scarcity
4. Industrialization
5. Technological change
6. Market economy
7. Labour/management relations

3. Questions to Guide Inquiry

1. What is an industrial revolution and what are its causes?
2. How did the concept of "market economy" develop and operate?

SKILL OBJECTIVES

1. Develop Inquiry Skills

1. Focus on the issue by describing an issue related to industrialization, and discussing its range of effects on a society.

2. *Establish research questions to explore how technological change affected productivity in the eighteenth and nineteenth centuries.*

3. Gather and organize data by
   - interviewing, if possible, employee(s), employer(s) and politician(s) to compare views about relationships between business, labour and government.
   - reviewing a variety of print and non-print materials depicting the growth of industrialization, and reporting on their potential usefulness for the research.

4. Analyze data by comparing points of view about relationships between materialism, quality of life and industrial growth.

5. Synthesize data by formulating alternative solutions to the problem of whether or not industrial growth should be limited in Canada.

2. Develop Competencies

1. In value analysis, by identifying apparent value conflicts in perspectives of labour, business and government in dealing with the issue of limiting industrial growth.

   — *What conflicts in values seem to underlie the limiting of industrial growth:*
   - *from the perspective of labour?*
   - *from the perspective of business?*
   - *from the perspective of government?*

2. In decision-making, by rank ordering a set of personal values in order to choose the best position to take on the issue.

   — *How would you rank order the values brought out by these different perspectives? What position seems to be the best to you?*

3. In moral reasoning, by justifying a personal position on the issue according to whether or not it will lead to enhanced human dignity (using the Subsumption Test).

   — *How well does your position ultimately enhance human dignity? How do you justify this claim?*

3. Develop Attitudes

1. Of appreciation that people, as consumers, can influence what is produced.

2. Of respect for the efforts of early industrialists and labour organizers to raise living standards.

3. Of respect for free and open inquiry by demonstrating a willingness to question the values which underlie continued industrial growth.

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3. What impact did the market economy have on eighteenth and nineteenth century societies in Britain and/or the U.S.A.?

4. What costs and benefits are derived from an industrial revolution?

5. How have labour/management relations changed as unions, corporations and governments have increased in size and complexity?

6. What were some of the geographic factors that influenced industrialization in the eighteenth century?

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6. *Resolve the issue by considering the feasibility and desirability of taking action on alternative solutions to problems arising from industrial growth.*

7. *Apply the decision by considering the effects of "factory" aspects of school/classroom organization (e.g., timetables, routine, overtime, standards, supervision, impersonality, etc.).*

8. Evaluate the inquiry by determining whether to continue exploring problems related to the resolution of disputes in the contemporary social and economic systems.

2. Develop Participation Skills

1. Communicate effectively by writing a research paper that includes factual, value and policy claims.

2. *Interpret feelings and ideas of others by writing paragraphs from the perspectives of a child labourer and an employer during the industrial revolution.*

3. Participate in group decision-making by settling a simulated labour/management dispute.

4. *Contribute to a "sense of community" by assisting in a group project to analyze "factory" elements of schooling, and creating a responsive plan of action for the classroom or school.*

TOPIC B: SELECTED CENTRALLY PLANNED ECONOMIES

GRADE NINE
PEOPLE AND THEIR TECHNOLOGY

In this topic, students examine issues arising from the development and continued use of a centrally planned economy by the Union of Soviet Socialist Republics. Major emphasis should be placed on the principles of a centrally planned economy and how it has influenced, and continues to influence, people's lives in the U.S.S.R. If time permits, reference to other centrally planned economies, such as those of Latin American nations, or selected Arab states, would provide a very meaningful extension of the major study.

Competing Values and Social Issue

Individual Freedom/Government Control for the Common Good
Should governments have the right to restrict personal freedoms in the interest of the state?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalizations and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify how the values of the common good and individual freedom conflict in centrally planned economies such as in the Soviet Union. — *In what way(s) does the value of government control for the common good conflict with individual freedom in the Soviet Union? Why can't a centrally planned economy tolerate individual freedom to the extent that it exists in a market economy?* 2. Define the "common good" from a Soviet's perspective and from a Canadian's perspective. **2. Develop Competencies** 1. In value analysis, by distinguishing between factual claims (or judgments) in various positions on the issue. — *In examining various positions on the costs and benefits of central planning, which statements can be classified as factual claims (supported by evidence) and which as value claims (someone's idea of the worth of something)?*	**1. Generalization** In a centrally planned economy, economic decisions are made according to plans set by central authority. **2. Concepts** 1. Centralization 2. Centrally planned economy 3. Control 4. Welfare of the state 5. Mixed economy **3. Questions to Guide Inquiry** 1. What are the major principles of a "centrally planned economy"? 2. Who makes the economic decisions in a centrally planned economy? 3. How is economic decision-making related to political structures and processes?	**1. Develop Inquiry Skills** 1. *Identify the factual, definitional and policy elements of a social issue regarding the allocation of resources in a centrally planned economy.* 2. Select appropriate resources and techniques for research into elements of the issue as it applies to the U.S.S.R. 3. Gather and organize data by reading and interpreting a variety of materials as well as tables, graphs and maps depicting relevant economic data. 4. Analyze and evaluate data by discriminating between authoritative documentation and propaganda when examining print material on the benefits of central planning. 5. Synthesize data by relating the effects of a centrally planned economy to aspects of lifestyles like consumerism, education, work and leisure, and individual rights and freedoms.

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2. In decision-making, by predicting the consequences of government control for the common good on an economy, and the possible impact on the lifestyles of people in that society.
   — *What are some of the consequences of government control on an economy? How does extreme control affect the lifestyles of the citizen in terms of*
      • *consumer decisions?*
      • *deciding where to live?*
      • *protecting religious and cultural freedoms?*
      • *political decision-making?*
      • *equality of all citizens?*
3. In moral reasoning, by supporting a personal position on the issue with a defence based on the principle of human dignity.
   — *How does the position selected on the issue contribute to the well-being of all people in the society, including the poor, for the near future and distant future?*

3. **Develop Attitudes**
1. Of appreciation for the attempts made to improve the use and distribution of resources so as to provide for human needs and wants better than before.
2. Of tentativeness of interpretations by demonstrating a willingness to withhold final judgment on the value of central planning until greater understanding is acquired.

4. What decision-making role does the individual play in a centrally planned economy?
5. How are the lifestyles of citizens affected in a state controlled economy?
6. In which countries is economic planning characterized by government control and centralization?
7. How did the Soviet Union develop a centrally planned economy?
8. What impact does the centrally planned economy of the Soviet Union have on the different cultural groups in that country today?

6. Resolve the issue by expressing a preference for either a market, centrally planned or mixed economy in relation to specific aspects of lifestyle.
7. *Apply the decision by creating a five-year plan which would help achieve a personal, school, or community goal.*
8. *Evaluate the plan by consulting with appropriate authorities to assess its utility and value base.*

2. **Develop Participation Skills**
1. *Communicate effectively by expressing a point of view regarding the effectiveness of different economic systems and their impact on lifestyles.*
2. Interpret ideas and feelings of others by hearing presentations for and against centrally planned economies, and asking clarifying questions.
3. *Participate in group decision-making by trying to reach group consensus on the advantages and disadvantages of living in a centrally planned economy.*
4. Assist in a group project by serving as a research organizer or spokesman to express the group's position (e.g., in regard to the advantages and disadvantages of centrally planned economies).

TOPIC C: INDUSTRIALIZATION IN CANADA

GRADE NINE
PEOPLE AND THEIR TECHNOLOGY

In this topic, students examine issues related to the impact of technology upon the past, present and future development of Canadian industry. Case studies of technological developments and applications should be selected so as to include one or more of the following levels of industry: primary (e.g., agriculture, fishing), secondary (e.g., manufacturing), and service (e.g., communications, transportation). Inquiry into this topic should incorporate appropriate concepts from Canadian geography, as well as consideration of the impact of industrialization on the physical environment.

Competing Values and Social Issue

Conservation/Material Welfare
Should the introduction of new technologies be controlled in Canada?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify conflicting values evident in a variety of perspectives about controlling the introduction of new technology in industry. — *What perspective toward the introduction and use of new technology in industry might be held by environmentalists? Investors? Workers? Consumers?* — *What conflicts in values are evident in these perspectives?* **2. Develop Competencies** 1. In moral reasoning, by deducing a value position and testing it against other value positions considered important. — *For a particular case study, which value position would you adopt, material welfare or conservation? What factual evidence can you give to support your choice? In support of the opposing value position? Do such reasons reflect an inherent contradiction? Which of these value positions do you consider*	**1. Generalization** When new technology is introduced into industry, conflict often arises among individuals and groups within the society. In particular, choices must frequently be made between conservation and industrialization. **2. Concepts** 1. Materialism 2. Conservation 3. Technological change 4. Primary, secondary and service industries 5. Demography **3. Questions to Guide Inquiry** 1. What are the three levels of industry? In the case of Canada, how do they interrelate? 2. What are some examples of new technologies introduced into the three levels of industry?	**1. Develop Inquiry Skills** 1. Identify and focus on an issue dealing with the introduction of new technology into industry, and its impact on Canadians and their environment. 2. *Formulate research questions by discussing how the effects of new technology on quality of life in Canada can be determined.* 3. Gather and organize data by — reading and interpreting maps (of different projections and scales) which relate the location and development of industries in the different regions of Canada. 4. Evaluate data by isolating bias and/or emotionalism in at least two different viewpoints about controlling the introduction of new technology. 5. Synthesize data by formulating generalizations to relate the introduction of new technology in industry to broad goals of Canadian society.

to be more important? (i.e., Which one would you give up if it conflicted with the other?) Why? What happens when you apply the Subsumption Test to your choice?

3. Develop Attitudes

1. Of concern for others, by demonstrating a willingness to predict the consequences of technological change for a variety of persons and groups.
2. Of tolerance for ambiguity by recognizing that material welfare and conservation are perceived by many people as not mutually exclusive.
   — Is a balance of the two values a justifiable position in relation to industrialization in Canada?

3. What has been the impact of technological changes on people in the three kinds of industries? On people outside these three kinds of industries?
4. In what ways have processes of industrialization in Canada created conflict? In what ways have they created co-operation?
5. How have advances in technology contributed to increased contact and interaction between different regions in Canada?
6. How do developments in technology indirectly influence issues of national identity and unity?
7. How will Canadian society be affected by newer technologies such as hydroponics, silicon chips, computers, etc.?

6. Resolve the issue by predicting the consequences for Canada's future of encouraging or discouraging specific technological advances in industry.
7. Apply the decision by creating a plan to assess the predicted impact of a selected technological change on your community, school or classroom.
8. Evaluate the application of the plan in terms of consistency between predictions and actual impact of new technology.

2. Develop Participation Skills

1. Communicate effectively by helping to prepare and deliver a group position paper in response to the issue for inquiry.
2. Interpret the ideas and feelings of those who would be affected by a specific technological change in a Canadian industry.
3. Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer, Devil's Advocate) in preparing a group report.
4. Demonstrate a "sense of community" by sharing points about using technology to improve quality of life in Canada.

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HEALTH

INTRODUCTION

Purpose

The school health program has evolved because of the concern that a community has for the health of its children. The purpose of the program is many sided. It includes the total activity which is planned, organized and developed to prepare boys and girls for healthful living. A sound health program consists of instructions, counselling and guidance which through a variety of activities seeks to protect and improve the children's health.

The subject matter of health is important but not in the sense of memorizing the types of muscles in the body, the various kinds of communicable diseases and the values of cleanliness. These facts assume importance only as children incorporate them to their habits and attitudes while adjusting to their environment. The study of health should help boys and girls come to know health principles which they can apply in daily living. There are many skills involved in this approach to the study of health; reading for information, writing to make records, identifying problems, planning together, and evaluation. It implies that teachers should do less telling and more guiding in developing the desirable habits and attitudes in pupils relative to personal, community and national health.

Objectives

Schools seek to provide an educational environment in which the pupil may attain complete development as an individual. The health program contributes toward achieving all of the objectives of education. However, this program makes its greatest contribution to the achievement of physical and mental fitness. Every pupil, to the limit of his nature, needs and capacity, should have the opportunity to develop and maintain good physical and mental health.

Basic Understandings:

An understanding of the nature of the human being—physical, mental, emotional, and social—is basic to successful application of the principles of healthful living.

Good health is a state of complete mental, physical, social and spiritual well-being as well the absence of disease and infirmity.

Physical and mental health are closely related.

The state of an individual's health, physical and emotional, should be considered in the choice of a vocation for it is a factor in success.

Keeping oneself in good physical and mental health helps one meet more successfully the problems encountered in everyday living.

The principles of good mental hygiene act as guides to the development of desirable personality traits.

Growth and development—physical, mental, emotional, spiritual and social—are continuing processes throughout the life of the individual.

Both are influenced by diet, exercise, rest, relaxation, recreation, and freedom from sickness and accident.

Practices of wholesome and unwholesome living have certain physical and psychological effects upon the human being.

Evaluation in Health Education

The following are some of the purposes which may be served by planning for continuous evaluation of your success in achieving the objectives of the health education program:

1. To develop the pupil's ability to evaluate his achievement in terms of growth, skills, social relationships and to learn about abilities in order that he may become increasingly self-directive and self-confident.
2. To ascertain and appraise pupil health status, interests, needs, attitudes, opinions and practices.
3. To appraise individual pupil and group achievement and understanding in the classroom.
4. To stimulate pupil interest and motivate learning.
5. To help each student to understand his strength and weaknesses.
6. To appraise and judge what has been accomplished on the basis of proposed objectives and outcomes.
7. To locate areas of individual pupil and group instructionala needs, e.g., physiology, personal hygiene, community health and nutrition.

Numerous devices are available to accomplish the above purposes. They include teacher-prepared tests and examinations, standardized tests, observations of the pupil in practical situations in and around the school, hypothetical practical situations for testing understandings of health and the ability to apply it wisely. Group discussions are sometimes an effective technique in evaluating group progress.

It is important that health knowledge must be provided in desirable quantity and quality and that the facts and understandings be evaluated. Without this, desirable health behavior is not to be expected.

Recommended Texts

Grade VII   *Health For Young Canadians:* Simonson et al.

Grade VIII   *Health and Fitness For Canadian Youth:* Simonson, Hastie & Doherty.

Grade IX   *Fitness For Living:* Frache and Brown (Macmillan).

CONTENT

GRADE VII

Unit I *Looking Ahead:*
  A. Growth
  B. Variations in Growth and Development
  C. Fitness
  D. To Smoke or Not to Smoke

Unit II *Safety at Home:*
  A. Cause of Accidents
  B. Safety to and from School

Unit III *You from the Outside:*
  A. Posture—A Telling Sign
  B. Skin and Complexion
  C. Teeth
  D. Grooming

Unit IV *Looking Outside—The Eyes and the Ears:*
  A. The Organ of Sight
  B. The Organ of Hearing

Unit V *Your Framework and Power Plant:*
  A. Your Body's Framework
  B. An Efficient Power Plant

GRADE VIII

Unit I *Understanding Growth:*
  A. How Your Body Grows
  B. Variations in Growth
  C. Factors Affecting Growth
  D. Acceptance of Growth and Its Related Problems

Unit II *Safety at Work and Play:*
  A. Safety at School
  B. You Play Safely
  C. Safety in Sports

Unit III *Nourishing Your Growing Body:*
  A. Maintaining Body Needs

B. Measurement of Food
C. Food Substances
D. Food Preparation and Preservation
E. Deficiency Diseases
F. The Current Nutritional Picture

Unit IV *Body Machines for Utilizing Foods:*
A. The Food Refinery
B. Digestive Disorders
C. Excretion
D. Detecting Disorders

Unit V *Progress Against Diseases:*
A. Development of Health Knowledge
B. Diseases of the Past
C. Diseases of the Present and Future
D. A Challenge for You (New Drugs)

GRADE IX

Unit I *Respiratory System:*
A. Man's Air Conditioner
B. Mechanics of Breathing
C. Diseases and Disorders

Unit II *The Circulatory System:*
A. History
B. Structure
C. Function
D. Some Factors Affecting the Circulatory System
E. Diseases and Disorders
F. First Aid
G. Medical Advances

Unit III *The Nervous System:*
A. Man's Marvellous Control System
B. Diseases and Disorders

Unit IV *The Endocrine System—A Regulator:*
A. Structure and Location
B. Functions of the Glands
C. Diseases and Disorders

Unit V   Safety on Wheels:
>A. Safety on the Highway
>
>B. Safety in Swimming

Unit VI   Group Action for Health:
>A. The Role of the Community
>
>B. Health Services in Your Community
>
>C. Other Health Services
>
>D. The Role of the Individual in Community Health

PHYSICAL EDUCATION

Physical education is concerned with the development of the whole individual. As well as contributing to the mental, social and emotional well-being of youth, a claim all subjects make, physical education has its unique contribution in developing physical fitness and motor skills in recreational activities which can carry over into adult life.

Every physical education program must motivate the student to engage in activities which develop physical fitness as well as those that are recreational in nature. The program must be challenging and also allow for personal achievement at the various levels of participation. Individual differences, needs and desires must be taken into account in order to provide enjoyment and self-satisfaction.

Objectives of Physical Education

1. The development of a strong body and soundly functioning body systems.
2. The development of recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behavior and the ability to get along well with other people.

PROGRAM ORGANIZATION

There are many activities from which a physical education program may be chosen. In order to insure that a well-balanced program is carried out, these principles have been established.

First, the program from Grade VII through Grade X should be sequential with a continuous progression in skills from basic to complex. The student should also experience a variety of activities. Therefore the program should be carefully planned with this end in view. It is particularly important that the program in Senior High School be planned with a knowledge of what the student's program has been in the Junior High School.

Second, six kinds of activities are considered to be of major importance in the physical education program. These are designated as core activities. Each of the six categories of activity either is in itself a core activity or includes core activities. The core activities are:

1. Outdoor—Flag Football, Ice Hockey, Softball, Soccer, Field Hockey
2. Indoor—Basketball, Volleyball
3. Dual and Individual—Badminton, Cross-Country Running, Handball, Skating, Track and Field,Wrestling
4. Rhythmics and Dance
5. Tumbling and Gymnastics
6. Aquatics

Applying the principles stated above, therefore, a sound physical education program for any one year should be organized as follows:

1. Two or more outdoor team games, at least one of which is a core activity
2. Two or more indoor team games, at least one of which is a core activity
3. Two or more individual or dual sports, one of which is a core activity
4. Tumbling and Gymnastics
5. Rhythmics and Dance
6. Aquatics

COURSE CONTENT

Note: In teaching the activities listed below the following areas should be covered: (1) History, (2) Terminology, (3) Rules and Officiating, (4) Selection and Care of Equipment, (5) Skills and Techniques, (6) Team play or Games Strategy (where applicable), (7) Lead Up Games and Game Variations, (8) Conditioning. Some of these areas will be incidentally taught while others will be taught directly.

Activities not included in the list may be taught with the approval of the superintendent of schools.

I. **OUTDOOR TEAM GAMES**
   A. *Flag Football* (Core)
      1. Skills and Techniques
         a. Stance of linemen and backfield
         b. Pulling of linemen
         c. Blocking:—shoulder, brush, kickoff protection, pass protection
         d. Passing and receiving:—throwing, catching, cutting, pass patterns, pass defence
         e. Central exchanges:—the "T", single wing, punting, field goals, leading
         f. Kicking and receiving:—punting, field goals, receiving a punt or a kickoff.
      2. Team Play
         a. Offensive plays:—quick opening, off tackle, end run, reverse and double reverse, counter, pass plays
         b. Defensive plays:—individual responsibilities, sideline defense, rushing, rotating, stunting, looping, floating.

   B. *Ice Hockey* (Core)
      1. Skills and Techniques
         a. Skating:—starts, stops, backwards, forwards, turns, reverses
         b. Shooting:—forehand, backhand, slap
         c. Passing
         d. Checking:—poke, shoulder, hip, fore, back, blocking shots
         e. Goal tending.

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 2. Team Play

  Power play, penalty killing, offensive and defensive positional play, plays initiated inside the blue line.

C. *Softball* (Core)
 1. Skills and Techniques
  a. Throwing:—underhand, overhand, sidearm
  b. Fielding:—ground balls, fly balls
  c. Batting:—stance, saving, punting
  d. Base running
  e. Positional play:—catcher, pitcher, basemen, shortstop, outfielders.
 2. Team Play
  a. At bat
  b. In the field.

D. *Soccer* (Core)
 Skills and Techniques
  a. Passing, receiving, dribbling, heading
  b. Trapping:—foot, shin, body
  c. Kicking (stationary and moving)—volleying, charging, tackling, throwing, goalkeeping.

E. *Bordenball*
 Skills and Techniques:—passing, shooting.

F. *Broomball*
 Skills and Techniques:—basic skating skills, goal tending, use of broom.

G. *Curling*
 Skills and Techniques
  Delivery (in-turn, out-turn, weight), sweeping, skipping.

H. *English Rugby*
 Skills and Techniques
  a. Running:—swerve, sidestep, change of pace, hand-off, selling
  b. Ball skills:—passing, punting, catching, drop kicking, place kicking, dribbling, falling the ball
  c. Fielding and tackling
  d. Scrum play:—set scrum, loose scrum, line out, wheeling, positional play
  e. Back play:—alignment, scrum half, break through, offensive kicking (short kick, grubber kick, cross kick), reverse play, scissors, pass, blind side pass.

I. *Field Ball*
 Passing, shooting.

J. *Field Hockey* (Core)
   Skills and Techniques
       a. Passing, receiving, dribbling, fielding, tackling
       b. Individual defence, bully, corner, roll-in
       c. Goal tending.

K. *Speedball*
   Skills and Techniques:—dribbling, passing, place and drop kicking, punting, pickups.

II. **INDOOR TEAM GAMES**
   A. *Basketball* (Core)
       1. Skills and Techniques
           a. Basic stance:—offence and defence
           b. Footwork:—running forward and backward, pivoting, one-two count
           c. Passing, pass-receiving:—two-hand chest, one-hand push, bounce, overhead, baseball, underhand
           d. Shooting:—two-hand set, layup, hook, jump, running one hand, foul shooting
           e. Dribbling:—high, low.
       2. Team Play
           a. Man to man and zone defences
           b. Screening, overloading, fast break.

   B. *Volleyball* (Core)
       1. Skills and Techniques
           a. Volleying:—position, back court volleying, setting, below the chest
           b. Serving:—underhand, overhand, assisted, arm and hand action
           c. Spiking:—approach, placing, back court spiking, arm and hand action
           d. Blocking:—the jump, recovering the ball off the net.
       2. Team Play
           a. Offence:—1, 2, 3 (volley, set, spike), rotation of the setter, the fake spike
           b. Defence:—double team blocking, team movement for spikes and tips, team movement when there is no spike.

   C. *Floor Hockey*
   With the exception of skating, same skills as ice hockey.

   D. *European Handball*
   Skills and Techniques:—dribbling, shooting, passing, defensive fundamentals.

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III. DUAL AND INDIVIDUAL SPORTS

A. *Badminton* (Core)
   Skills and Techniques
   > a. Serves
   > b. Forehand and backhand
   > c. Clear, drive, drop, smash, net, round the head
   > d. Doubles systems of play.

B. *Cross Country Running* (Core)
   Running style, conditioning, pacing, strategy.

C. *Handball* (Core)
   Skills and Techniques:—serve, volley, half-volley, lob, killshots, back-wall and ceiling shots, doubles systems of play.

D. *Skating* (Core)
   Skills and Techniques:—skating forward, backward; stops, turns, starts; figure 3, figure 8, spiral; elementary individual and pair routines.

E. *Track and Field* (Core)
   Skills and Techniques
   > a. Sprints:—starts, running stride, the finish
   > b. Relays:—baton exchange, types of relay
   > c. Middle distance:—running stride, hand, arm, leg and foot action, the finish
   > d. Broad jump:—approach, take-off, the jump, landing
   > e. High jump:—approach, take-off, kick (western, eastern, belly roll) landing
   > f. Hurdles:—movement of leading and trailing leg, steps, between hurdles, the start, approaching first hurdle, the finish
   > g. Shot-put:—hand-hold, delivery, release, movement across the circle, recovery
   > h. Discus:—hand-hold, initial stance, preliminary swings, delivery, movements across the circle, release, recovery
   > i. Pole vault:—hand-hold, pole carry, approach, swing up, pull up, body form, landing
   > j. Hop, step and jump:—approach, take-off, the hop-step-jump rhythm, landing.

F. *Wrestling* (Core)
   Skills and Techniques
   > a. Stance:—on the feet, on the mat, closed stance
   > b. Breakdowns:—near arm and far ankle, head lever and far ankle, far arm and far ankle
   > c. Riding the opponent

d. Reverses and escapes:—defensive positions on the mat, wing lock or side roll, escape from underneath, hip lock escape, hip lock escape with cross face

e. Pinning holds:—near wrist and half-nelson, hammerlock and half-nelson, crotch and half-nelson, outside crotch and near wristlock.

G. *Archery*

Skills and Techniques:—stringing the bow, basic stance and position, nocking, holding, drawing and aiming, loosing, novelty shots.

H. *Bowling*

Skills and Techniques:—grip, footwork, release, speed and rhythm, point of aim

Types of delivery:—straight, hook, back up

Types of shots:—strikes, spares, splits.

I. *Golf*

Skills and Techniques:—grip, stance, swing, wood shots, irons, putting, selection of clubs.

J. *Hiking and Campcraft*

1. Skills and Techniques
   a. Campcraft:—fire building and safety, outdoor cooking, menu planning, cooking kits and food packing
   b. Knotcraft:—rope whipping, reef knot, bowline, clove-hitch, use of knots, use of lashing ropes
   c. Direction-finding:—sun, watch, stars, compass.

2. Campsites and Equipment
   a. Types of camp:—resident family, dual and individual campsites and shelters
   b. Camp facilities and resources, public lands and parks.

3. Camping Activities
   a. Campfire activities:—stories, skits, songs, games
   b. Other: canoeing, swimming, casting, fishing, archery, hiking, ice fishing
   c. Nature study: birds, leaves, rocks, insects, trees, animals, fish.

K. *Horseshoes*

Skills and Techniques:—grip, turns, stance, step and swing, release.

L. *Personal Defence*

Judo, ju-jitsu, boxing

Note: These sports should be offered only by teachers skilled in the activity and where facilities and equipment ensure the safety of the students participating.

M. *Skiing*

Skills and Techniques

    a. On the level:—gliding, steps, skating, step turn, kick turn

    b. Climbing:—side step, herring bone, traverse

    c. Downhill:—straight turn, traverse stopping, side slipping, other turns.

N. *Table Tennis*

Skills and Techniques

    a. Basic stance, grip, service, spins

    b. Defensive strokes:—the half-volley, the chop

    c. Offensive strokes:—the drive, the drop shot

    d. Doubles systems of play.

O. *Tennis*

Skills and Techniques

Grip, stance, footwork, forehand and backhand drives, service, lob, volley, half-volley, smash, doubles systems of play.

IV. RHYTHMICS AND DANCE [Core]

A. *Dance*

1. Folk dance:—basic steps, fundamental and derived

2. Square dance:—patter and singing calls, single and double visiting couple, accumulative figures

3. Social and ballroom dance:—basic steps in waltz, foxtrot, tango, rumba, samba, current dance steps, dance patterns

4. Creative or modern dance

    a. Moving in and through space:—locomotor and axial movement, space design, group design, floor pattern, qualities of movement

    b. Dance techniques:—creative activities, improvisations, abstracts, response to stimuli

    c. Composition principles:—units, variety, repetition, contrast, balance, harmony

5. Tap dance:—basic steps, combinations, routines

6. Ballet.

V. TUMBLING AND GYMNASTICS [Core]

A. *Tumbling*

Forward roll, backward roll, shoulder roll, dive roll, three-man shuffle, double roll, jump through, nip up, chest roll, fish flop, head spring, neck spring, hand spring, bent and straight arm, round-off cartwheel.

Trampoline

    a. Rebounding form—basic form, tuck, pike, jackknife

    b. Drops—check drop, knee, hand and knee, seat, front and back

    c. Advanced stunts—somersaults, twists, dives and back over.

B. *Free Exercise*

C. *Balances*
Squat, hand and head, forearm, snapdown.

D. *Double Balances*
Foot to hand, thigh stand, knee stand, walk-up shoulder mount, low arm to arm, assisted somersault.

E. *Pyramid Building*

F. *Horizontal Bar* (boys)
Chins, skin-the-cat, monkey hangs, belly grind, front hip circle, short underswing and dismount, low underswing with half turns at end, single knee, dismount, single knee mount from swing, single knee circle backward, double knee circle forward, single knee circle forward.

G. *Vaulting Box*
    1. Sideways:—squat vault mount, jump off forward (with pike), straddle vault, squat vault, side or flat vault, front vault, stoop vault, dive over box with forward roll, neckspring, headspring, handspring
    2. Lengthways (boys): squat vault mount, kneeling vault, straddle vault mount, side vault, scissors vault with half turn, forward roll, neckspring, headspring, handspring.

H. *Parallel Bars* (boys)
    1. Mounts:—single leg cut on, double leg cut on, lazy man kip, inverted hang to straddle
    2. Dismounts:—single leg cut off, double leg cut off, front dismount to side, rear dismount to side
    3. Stunts:—jump to cross rest position, jump to cross upper hang, swing from shoulders, stationary and swinging dips, hand walk forward, crab walk on bars, straddle progression, swing through and sit, forward roll to straddle, forward roll, shoulder balance, roll forward from shoulder, roll backward from straddle, kick upstart, front up rise, back up rise, upper arm kip, handstand.

I. *Uneven Parallels* (girls)
    1. Mount:—front support mount, back pull over, hang to straddle, pike or swing legs over, knee circle mount
    2. Dismount:—handstand ¼ turn, underswing high bar, straddle sole-circle
    3. Movements on the Bars:—
        a. Hanging and swinging—underswing high bar ¼ turn, skin-the-cat cartwheel, cast off high bar
        b. Circling the bar—knee circle, hip circle, seat circle
        c. From bar to bar—stem rise, single leg kick-over, eagle regrasp.

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J. *Rings* (boys)

Chins or bent-arm hang, inverted hand, swing, basket, single leg cut, in-locate, dislocate.

K. *Balance Beam* (girls)
    1. Mounts:—straddle over to sit, squat mount, fence vault
    2. Dismounts:—pike jump, English hand balance, cartwheel
    3. Locomotor movements:—runs, hops, jumps
    4. Balances:—front scale, knee scale, lunge
    5. Tumbling stunts:—front roll, back roll.

VI. **AQUATICS** [Core]
A. *Swimming*
    1. Adjustment to the water, drownproof techniques
    2. Strokes:—front crawl, back crawl, elementary back stroke, side stroke, breast stroke, hybrid strokes
    3. Floating, treading water and sculling
    4. Diving
    5. Life saving (for advanced swimmers)
    6. Water games.

B. *Synchronized Swimming*
    1. Sculling:—flat scull, head first, feet first, circle propellor
    2. Back entries:—back tuck somersault, back dolphin, kip, flying back dolpin
    3. Forward entries:—front tuck somersault, front pike somersault, bent knee front, tuck somersault, porpoise
    4. Ballet leg figures
    5. Strokes
    6. Floating:—back layout, tub, log roll, marlin, waterwheel, shark
    7. Individual and group routines and patterns to music.

C. *Water Safety*

GRADE NINE GUIDANCE

Introduction

The theme of this course is decision-making. This process involves the ability to effectively assess a situation in order to choose, from the alternatives, the most appropriate behavior.

Student understanding and use of decision-making skills should result in an increased ability to:

1. plan
2. assess one's own abilities, interests, values and personality
3. relate this assessment to vocational requirements
4. make good educational, vocational and personal decisions
5. apply the decision-making model to any choice situation
6. take responsibility for his own educational, social and personal adjustment.

RECOMMENDED TEXTS AND REFERENCES:

Decision-Making: Zingle, Safran, Hohol
Curriculum Guide For Grade IX Guidance, Department of Education.

Course Content

Unit I DECISION-MAKING

  a. Levels of Awareness of the Need for Choice
     i. No mention of choice
     ii. Mention of a need to choose and possible alternatives
     iii. Mention of a choice or steps to aid in making the choice
     iv. Mention of a reason for choice
     v. Mention of the relationship of immediate to intermediate or ultimate choice.

  b. Levels of Choices
     i. Immediate
     ii. Intermediate
     iii. Long Range

  c. Decision-Making Pattern
     i. Select goal
     ii. Collect all pertinent information
     iii. Establish and examine alternatives and possible consequences
     iv. Select an alternative after weighing the risks against the values involved
     v. After implementation of one's choice periodic reexamination should occur.

     Decision-Making—Chapters 1 and 2

Unit II FACTORS INVOLVED IN VOCATIONAL DECISIONS
    a. Academic Achievement
       i. Evaluation Procedures
          —Purposes
          —Types
          —Predictions
       ii. Study Methods
       iii. Study Schedules
       iv. Relationship of achievement to decision-making.
         Decision-Making—Chapters 3, 4, 5, and 6

    b. Aptitudes and Abilities
       i. Individual Differences
       ii. Theories of Aptitudes
       iii. General Ability
       iv. Special Aptitudes
       v. Special Abilities
       vi. Relationship of aptitudes and abilities to academic achievement
          and vocations.
         Decision-Making—Chapters 7 and 8

    c. Interests
       i. Nature and role of interests
       ii. Development of interests
       iii. Measurement of interests
          —Expressed
          —Manifested
          —Inventoried
       iv. Relationship of interests to aptitudes, abilities, academic
          achievement and vocations.
         Decision-Making—Chapters 9 and 10

    d. Values
       i. Characteristics of Values
       ii. Values and Risk-Taking
       iii. Values and the Self-Concept
       iv. Relationship of values to academic achievement, aptitudes,
          abilities, interests and vocations.
         Decision-Making—Chapters 11 and 12

    e. Studying an Occupation
       i. Variety of occupations
       ii. Relationship between education and job preparation
       iii. Relationshop between the knowledge of oneself and one's
          knowledge of occupations

ART

The OBJECTIVES of the program are:
1. the development of personal satisfaction for the student through his deepening realization that art is a creative and a communicative activity;
2. the development of the student's capacity to make critical and meaningful decisions in aesthetic matters;
3. the development by the student of insight into his environment;
4. the development of an awareness of the potential and limitations of various art processes, through direct experience with materials and techniques;
5. the development of a realization of the common features which all creative activities share.

The PROGRAM consists of a series of self-contained units of uniform length, each unit containing a sequence of experiences structured around one theme or area. The term "module" is applied to such a unit, and each module should last for approximately ten weeks. Four or five modules would constitute a full year's program for one class. Accordingly, if a student were to take a three-year program, he should be able to realize all of the major objectives.

Teachers are invited to make up their own combinations of modules, depending on their particular interests and on the facilities which are available to them, from a total of thirty modules. These are classified into fifteen Level 1 modules, which provide basic experiences in a variety of areas; and fifteen Level 2 modules, which have been left to the discretion of the teacher to develop according to his needs and inclinations. Level 2 modules should be based on the material covered in the appropriate Level 1 modules.

The fifteen Level 1 Modules are classified as follows:
A. *Basic Experiences* modules, comprising *Drawing, Painting, Design, Communication Arts, Sculpture and 3-D Projects*, and *Group Design Projects*.

     These modules provide the students with the basic techniques and skills of creative expression.
B. *Expanded Experiences* modules, comprising *Textile Arts, Theatre Arts, Graphics, Plastics, and Synthetic Media, Ceramics and Pottery*, and *Film as an Art Form*.

     These experiences have in common the fact that extensive manipulation of media is called for if they are to be fully realized.
C. *Indirect Experiences* modules, comprising *Environmental Studies, Talking about Art*, and *Crafts and Craftsmen*.

     By introducing these modules, which are of a non-studio nature (i.e. they are made up of visual/verbal presentations and discussions and do not require that students *make* anything) recognition is given to the need to provide the student with a vocabulary and a background which will enable him to discuss art more intelligently.

Two examples of junior high art programs which might be developed by the teacher are outlined below. Program A exemplifies the type of approach which a teacher might take whose interests are general and who wishes to have students cover as many areas as possible in the course of their junior high school career.

PROGRAM A

Module	1	2	3	4
Grade 7	Design	Communication Arts	Ceramics	Talking About Art
Grade 8	Drawing	Textile Arts	Painting	Sculpture
Grade 9	Graphics	Film As An Art Form	Environmental Studies	Projects In Group Design

PROGRAM B

Program B represents the type of program which might be conducted by a teacher whose interests are in a few specialized areas, or who has not facilities for experiences in ceramics, photorgraphy, or similar subjects. The figure (2) designates a Level 2 module.

Module	1	2	3	4
Grade 7	Design	Sculpture	Drawing	Graphics
Grade 8	Drawing (2)	Design (2)	Environmental Studies	Communication Arts
Grade 9	Painting	Sculpture (2)	Theatre Arts	Painting (2)

IN SUMMARY

1. A year's program consists of four or five modules.
2. Modules are approximately 8 to 10 weeks duration.
3. A student can experience 12 to 15 modules in the 3 years of junior high school.
4. There are 30 modules to choose from consisting of fifteen Level I modules and fifteen Level 2 modules.
5. The modules are to be developed by the teacher(s).
6. Level 2 modules must be built on the concepts covered in Level 1.
7. All students in an Art class need not necessarily take the same module(s) at the same time.

BASIC LIST OF REFERENCES FOR THE CLASSROOM

Art Area	Title	Author	Publisher
DRAWING	Creative Drawing— Point and Line	Roettger, E. and D. Klante	Scarborough: Van Nostrand Reinhold
	Learning to Draw	Kaupelis, R.	New York: Watson-Guptil
PAINTING	Brush and Palette	Sorgman, Mayo	Scarborough: Van Nostrand Reinhold

DESIGN	*Elements of Design*	Anderson, D.	Toronto: Holt, Rinehart & Winston, 1961
	Looking and Seeing (Series)	Rowland, Kurt	Toronto: Ginn & Co., 1968
COMMUNICATION ARTS	*Lettering, A Guide for Teachers* (Revised)	Cataldo, J. W.	Edmonton: Moyer Vico, 1965
SCULPTURE & 3-D PROJECTS	*Sculpture and Ideas for School and Camp Programs*	Andrews, Michael	Englewood Cliffs, N.J.: Prentice-Hall, 1965
GRAPHIC ARTS	*Creative Printmaking*	Andrews, Michael	Toronto: Prentice-Hall, 1964
PLASTICS AND OTHER SYNTHETIC MEDIA	*Plastics as an Art Form*	Newman, T.	New York: Chilton
CERAMICS AND POTTERY	*Ceramics, a Potter's Handbook*	Nelson, G.	Toronto: Holt, Rinehart & Winston, 1966
ENVIRONMENTAL STUDIES	*Art: An Approach* (Workbook)	Neice, R. C.	Dubuque, Iowa: Wm. C. Brown, 1963
TALKING ABOUT ART	*Art as Image and Idea*	Feldman, E. B.	Englewood Cliffs, N.J.: Prentice-Hall, 1967.

DRAMA

PRELIMINARY STATEMENT

Dramatic activity involves the whole person — the development of the individual, through experience and expression of his creative self — in movement, mime, dance, improvisation or the scripted play.

All drama — and we use the term to include not only formal theatre but the study of improvisation, pantomime, film, television, media shows, dance, opera, radio plays, etc. — *can be creative* — if presented in such a way that the full resources of each individual are challenged.

The Secondary School Drama Curriculum from Grades VII to XII is predicated on the belief that drama must begin with development of the creative faculties of the student. From this base the course is built progressively in order to obtain for the student at the advanced level the broadest possible theatrical experience, for example, play production, critical viewing of theatre, film, television, film production, etc. Therefore, teachers should note that this program of studies differs from the previous one in that the program is not developed through five or six grades but through *three levels*.

Level 1

Initial — development of creative faculties
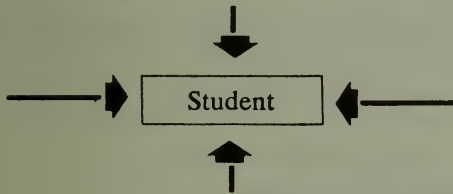
THE ARROWS INDICATE A FLOW of experiences provided by the teacher to develop personal resources and lay foundations for further creative exploration.

Level 2

Intermediate — enrichment of creativity and a growing awareness of art form which may include the limited theatre experience.
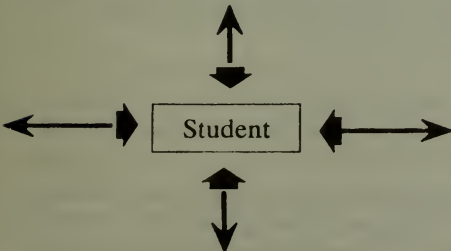
The two-way process of student-teacher shared responsibility for further development and growing awareness of theatre form.

Level 3
Advanced — continuing development of creative faculties plus theatre experience.

> The student should now be able to participate in advanced theatre form and utilize his inner resources to share a meaningful experience with an audience.

In the Junior High School and in Drama 10 it is expected that the Drama program will draw from the initial and intermediate levels.

INITIAL LEVEL

The uniqueness of each person is his individuality and in this — whether it be academic, technical, creative, or a combination of all three — he should not be compared with any other person. Drama is concerned with developing this uniqueness and helping e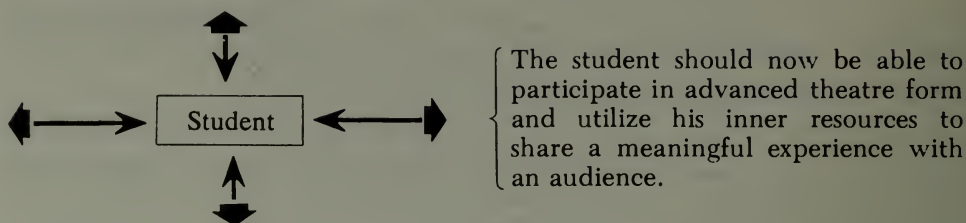ach person to discover and to reach his own potential. A well-structured program which provides for creative experience on the part of the student, can develop within the student an awareness of the world, empathy with others, concentration, imagination, physical confidence, emotional control, expressive oral communication, self-discipline and tolerance. Drama has a unique contribution to make in the emotional and intuitive development of the student as the academic disciplines have in his intellectual development.

The objectives of the Initial Level are, therefore, *not* theatre oriented but concentrate on the development of the student's own resources.

Statement of Objectives
1. **To develop concentration**
2. **To develop sensory distinction**
3. **To obtain freedom and control in physical movement**
4. **To develop imagination**
5. **To establish foundations for further exploration in creative experience**
6. **To develop an awareness of the world today through an understanding of today's media and the responsibility of media to society.**

It is intended that some or all of the units be used, each being developed to a greater or lesser extent, to provide a variety of experience. However, it is possible for a teacher to emphasize *one* of the units and develop it over a period of a semester or year, as these units are based on the premise that teachers teach best what they know and what they feel most confident in.

Units

The activities for each of the following units are based upon the six parts of the Statement of Objectives.

Creative Speech — The dynamic and confident use of language, to communicate original and interpretive thoughts and ideas, the emphasis being on individuality rather than on the acquisition of technical skills.

Dramatic literature as a creative experience — The study of plays, radio scripts, television scripts, themes of films, etc., as a medium of communication of thoughts, feelings, ideas, *not as an academic analysis;* i.e., the play or film produced — the story told, the characters portrayed.

Media as a communicative art — A study through a variety of experiences of contemporary media (television, films, radio, newspapers, etc.) to develop an awareness and appreciation of the contribution of these changing forms in society.

Improvisational theatre — Improvisation means a situation, story, play without a script; such a situation, story, play can be told with or without words. The emphasis in this initial level is on movement improvisation rather than the extensive use of improvised dialogue, which is a more complex and advanced form of improvisation.

Linking drama with other creative arts — The intention of this unit is to offer the drama teacher a variety of approaches through utilization of aspects of other creative arts, thus emphasizing the strong interaction amongst all the arts.

Recommended Teacher Reference:

Way, Brian. *Development Through Drama.* Don Mills: Longman, 1967.

INTERMEDIATE LEVEL

Preliminary Statement

The Intermediate Level is an extension and further development of the objectives stated for the Initial Level. These objectives are:

1. To develop concentration
2. To develop sensory distinction
3. To obtain freedom and control in physical movement
4. To develop imagination
5. To establish foundations for further exploration in creative experience
6. To develop an awareness of the world today through an understanding of today's media and the responsibility of media to society.

At this level is added:

7. To channel individual creative resources into group activities and develop an awareness of dramatic form.

It is expected that the student at the Intermediate Level has had the benefit of a year or two at the Initial Level. Therefore, this program, or any part of it, will not be incorporated in Grades VII or VIII. It is also expected that the material covered in the Curriculum Guide to the Initial Level will be referred to regularly and used frequently at the Intermediate Level. It bears repeating that the total program presupposes that the dramatic experience is built on the very firm base of the student's development of his own resources. Therefore, at the

teacher's discretion, a unit or units from the Initial Level may be adapted for use with "experienced" students, if the teacher believes that they are not properly prepared to benefit from the more sophisticated outlook of the Intermediate Level. It is also possible to use material from the Intermediate Level while continuing to use the individual-centred method of the Initial Level. Teachers should not commit students to the group-centred approach until the students are ready for it.

The material in the Intermediate Level is presented through the means of three major units, each of which involves a progressive series of group projects designed to stimulate interest in various aspects of theatre art. The emphasis throughout is on an improvisational approach with each unit involving, to a greater or lesser degree, elements of the five units introduced into the Initial Level Guide.

Again, it is hoped that the teacher will make use of all three units during the course, although this is not mandatory. There *is* a shift in emphasis from individual work to group work intended to develop the student's ability to communicate, first with the group, and then with an audience. It is desirable, therefore, that, during the course of this level, much more of the student's work be presented for the class; that through class discussion the strengths and weaknesses of the work done is analysed; that some exercises will be developed to a more finished state for viewing by other classes or small assemblies; that, in short, opportunities for a closed (i.e. classmates, other classes, invited friends and parents) audience situation exist.

Outline of Units

Three areas of emphasis, which are interrelated, each incorporating the other two, are suggested. Since the Intermediate Level is a bridge between the Initial Level and the Advanced Level, the projects included within each area indicate a progression in complexity and sophistication, culminating in limited theatre experience.

Improvisational Theatre: the devising and developing of improvised movement and speech plays (with form, structure, discipline implied). This does not exclude the use of source material from literature both as stimulus and as framework; likewise, media provides both stimulus and enrichment to the improvised play.

For example:
— planned, rehearsed improvisation of situations, scenes and short plays
— planned, rehearsed dance dramas
— use of light, sets, projected and other scenery etc. to stimulate and/or enhance improvisations and dance drama
— poetry (various kinds) to create a movement, sound and light collage
— Descriptive prose (various kinds) linked with movement, sound, light, etc., to create a dramatic statement
— dramatisation of short stories
— play building from a theme, involving production as a culminating project of a short play for presentation in a closed situation.

Literature: the written and spoken work would be the core source material of this unit; *improvisation* would be incorporated as part of the process of developing an awareness of the art of theatre; *media* would act as enrichment.

For example:

— words, phrases, quotations as basis for collage of words, movement
— poetry (various kinds) in conjunction with sound, light and movement for enrichment
— improvised dramatisation on scenes from short stories
— original script writing, stimulated by or adapted from source material
— scenes, one act plays used as basis for improvisation
— use of improvisation as an approach to producing scenes and short plays
— improvisation of crowd scenes from plays, novels, etc.
— collage of poems, scenes, dramatisations, original writing to produce a short presentation as culminating project.

Media: The exploration of media (film, projections, light) to create a piece of art implies the use of improvised movement and speech; the concept of statements, and of documentary type plays provides opportunities for using source material.

For example:

— exploration of light, sound, for effect to enhance improvised movement and speech plays
— use of poetry, prose, scenes as a basis for experimentation with light, sound
— exploration into film: (1) as enhancement of improvisations
                         (2) as a creative art (N.B. *not* a study of Hollywood film techniques)
— exploration with video cameras using original scripted or improvised material
— use of puppets with original scripted or improvised material
— use of film, projectors, to enhance documentary drama
— short culminating project involving improvised dialogue, dance drama, original or source material (e.g. poems, scripts) as a basis for a collage of recorded sound, light, film, projected scenery as production enrichment.

MUSIC

Objectives of the Secondary School Music Program

To help the student:

1. increase his awareness of and sensitivity to music of his own and other cultures, past and present.
2. increase his ability to understand, evaluate and become articulate about music.
3. understand the ways and means of communicating through music.
4. increase his ability to communicate through music.
5. evaluate his own musical abilities.
6. be a part of and understand the creative experience.
7. become aware of the basic importance of music in his life and in the lives of men.
8. increase his self-confidence.
9. develop a philosophy of life by providing an acquaintance with musical works which convey universal truths.

The Secondary School Music Program

Grade VII, VII and IX music courses are defined as Group A options in the *Junior-Senior High School Handbook*. The time allotment for these options is a minimum of 75 hours.

The Senior High School music program may be organized under the following headings: Music 10, 20, 30 (choral music); Music 11, 21, 31 (instrumental music); Music 12 (general music).

Where staff, facilities and enrollment permit, the students should be given the opportunity to choose from among Choral Music, General Music, or Instrumental Music as a means of satisfying the music option at each grade level in the Junior High School. Where course offerings must be limited, the interests and strengths of the students and staff should determine which alternatives will be offered. All music courses, therefore, should include the basic core of conceptual learnings in music as part of the course content as indicated below. The teacher should endeavor to help each student progress at least one level of understanding in each musical concept each year.

Guidelines for credit values and sequences of courses at the High School level are found in the *Junior-Senior High School Handbook*.

At the Junior High School level instruction should be individualized so that the students would not be prohibited from taking any of these music courses because they had not elected music the previous year. This could be achieved by having all the first year band or orchestra students in the same class even though some may be in Grade VII and some in Grade VIII, or by giving separate evaluations to the Grade VIII students who had taken music in Grade VII and those students who had not taken music in Grade VII.

Planning a Program

An effective program will take into account the backgrounds, interests, strengths, and limitations of the students in that program. Each instructor must, therefore, determine the present level of achievement of his students; the goal

for which the students should strive; the means of accomplishing the objectives and of evaluating the success of the program.

The Scope and Sequence Chart of the Conceptual Learnings included here is not intended to be prescriptive. It is a "bird's-eye view" of the elements included in a secondary music program of studies and suggested sequence presentation. For the most satisfactory progress towards the long range objectives, a balanced program should be planned for each student. The balance that should be the concern of the teacher is the balance of conceptual learnings and not one of activities. For example, a high degree of rhythmic development (see chart) with a complete neglect of harmonic or historical understanding, would signify an unbalanced program. Yet if an understanding of all of the concepts can be developed through choral rehearsals, performance and discussions about choral music, additional activities will not be necessary. It is possible for the same understanding to be achieved in a strictly instrumental program. Usually some variety of activities is necessary to allow for individual differences within any class.

SCOPE AND SEQUENCE CHART
(Summary only—details are included in Curriculum Guide to Secondary Music)

Elements of Music

Rhythm — six levels ranging from aural awareness of and response to phrasing, pulse, rhythm and accent to development of understandings of such concepts as syncopation.

Melody — six levels ranging from aural awareness of pitch to an understanding of descants, rounds and canons.

Harmony — six levels ranging from aural awareness of chord changes to an introduction to two- and three-part harmonization.

Form — six levels ranging from aural awareness of phrase length and a feeling for cadence to such forms as sonata, fugue, etc.

Tempo — six levels ranging from aural awareness and response to changes in tempo to visual awareness of the relationship of tempo to form.

Dynamics — six levels ranging from aural awareness of loud and soft to ways of achieving and controlling dynamics.

Tone Color — six levels ranging from aural awareness of difference in timbre to a knowledge of instrumental effects.

Historical Perspectives

Music Yesterday — six levels ranging from singing as amplified speech in primitive times to 'avant garde' music.

Music Today — six levels ranging from music in today's cultures and sub-cultures to concerns of professional musicians, etc.

Related Areas

Science of Sound — six levels ranging from aural awareness of how sounds are produced to consonance and dissonance in acoustics.

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Compositional Techniques	— six levels ranging from awareness of relationship of inspiration to technique, to opportunity to write music from a given progression.
Musical Score	— six levels ranging from awareness of single line scores to full orchestral and vocal scores.
Aesthetic Consideration	— six levels ranging from awareness of three-way relationship among composer-performer and listener to an analysis of the concept of changing music styles.

In order to place this information on a chart, the statements have been summarized. These statements are explained fully in the Curriculum Guide for Secondary Music.

The Basic Core

To achieve the objectives of the music program three areas must be the concern of the teacher: the cognitive, the psychomotor and the affective. These three areas should not be separated but be considered simultaneously.

In the same way the cognitive, pyschomotor and affective remain of equal concern, the various sections of the Scope and Sequence Chart of Conceptual Learnings should be considered and planned for concurrently. None of the areas should be neglected for any appreciable period of time.

The chart is divided into three sections: Elements of Music (rhythm, melody, harmony, form, tempo, dynamics, tone color); Historical Perspectives; and Related Areas (science of sound, compositional techniques, texture, and aesthetic considerations). For each element or area several levels of development are outlined which range from simple awareness to aural and visual understanding. These levels of development do not necessarily represent grades, but are to be used to develop a balanced spiral program throughout the secondary school. It should be noted again, the chart is not meant to be prescriptive, and above all, it should not be restrictive. Classes or students able to achieve at a higher level should be encouraged to do so, but only if all areas are progressing and expressive skills and positive attitudes developing. Performance groups will probably progress more rapidly in rhythm, melody, dynamics, etc., and General Music students in historical perspectives or compositional considerations.

At all times the teacher must be aware that music is more than the sum of its parts, and that one element can not satisfactorily be separated from the others. In spite of this, the distinctive attributes which make each musical element or area different from the others have been recognized and isolated in the chart.

The Secondary Choral Program

In addition to covering the basic core, the choral program should help the student:

1. develop tone control and avoid the misuse of his singing voice.
2. become acquainted with a varied repertoire of choral literature.
3. improve his breathing, diction and ability to sing parts.
4. improve his ability to read music.

Grades VII to X — General Music Program

Students choosing general music expect a varied and exciting musical experience that is different from the Choral program, and yet not a repeat of the elementary music program. The emphasis may be on creating music, performing music on instruments and singing, or any subject or skill area of interest to the students and teacher. This in no way relieves the class of the responsibility of including the basic core of musical understandings.

The Secondary Instrumental Program

In addition to covering the basic core, the instrumental program should help the student:

1. develop tone control and articulation skills necessary for performing in various styles.
2. become acquainted with a varied repertoire of instrumental music literature, both solo and ensemble.
3. develop personal character traits of leadership, poise, and dependability.
4. improve his ability to read music.

Recommended Textbooks

The following music texts are recommended for use:

Choral Music (Junior High)

Leonhard, Charles, et al. *Discovering Music Together*, Books 7 and 8. Follett, 1967.

Wilson, Harry, et al. *Growing With Music*, Books 7 and 8. Prentice-Hall, 1966.

Cowan, Don. *Search for a New Sound*, Basic Goals in Music, Book 8. McGraw-Hill, 1967.

General Music (Junior High and Music 12)

Landis, Beth, and Lara Hoggard. *Exploring Music*, the Senior Book. Holt, Rinehart and Winston, 1968.

FRENCH AS A SECOND LANGUAGE

INTRODUCTION

At the Junior High level, three programs are available for French as a Second Language:

a) a program approved by the Minister in 1974;
b) the Junior High portion of the Six-year French Program approved by the Minister in 1980;
c) the Junior High portion of the Nine-year French Program approved by the Minister in 1980.

The essential differences between the more recent programs and the 1974 program lie in the greater specificity of objectives and content in the newer programs, clear minimum expectations for each language skill and for cultural understanding, increased instructional time and improved provision for program articulation or continuity between elementary and secondary levels. All these features, lacking in the 1974 program, are components of the newer programs.

IN APRIL 1981, CURRICULUM POLICIES BOARD APPROVAL WAS GIVEN TO THE PHASING OUT OF THE 1974 PROGRAM STARTING IN SEPTEMBER 1982. THOSE JURISDICTIONS OFFERING THE 1980 SIX-YEAR PROGRAM WILL COMPLETE THIS PHASE-OUT BY JUNE, 1984; JURISDICTIONS OFFERING THE 1980 NINE-YEAR PROGRAM WILL COMPLETE THIS PHASE-OUT BY JUNE, 1987.

I. SIX-YEAR AND NINE-YEAR PROGRAMS

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:

1.1 developing the receptive skills of listening and reading, including, in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;

1.2 developing the productive skills of speaking and writing, including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:

2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;

2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;

2.3 becoming more aware of his own cultural heritage through learning French;

2.4 becoming aware of, and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;

2.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.

3. To develop originality and creativity in language by:
   3.1 enabling him to apply his skills to new and meaningful situations;
   3.2 enabling him to express his own ideas and feelings;
   3.3 enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:
   4.1 recognizing the basic structural similarities and differences between French and English;
   4.2 acquiring some knowledge of the structure and function of language;
   4.3 developing an awareness of regional, social and functional variations of spoken and written language;
   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve his proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

B. SIX-YEAR FRENCH PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 7, 8 AND 9

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

1. Listening Comprehension

At the end of Grade 9, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
3. Demonstrate understanding of new combinations of structures and vocabulary of the program*;

* New combinations would include simple and complex sentences, dialogues and short paragraphs, depending on the grade level.

(Revised 1981)

4. Grasp the general meaning of material containing cognates and a limited number of unfamiliar lexical items;
5. Understand a variety of speakers in structured situations;
6. Perceive in the intonation and stress patterns used by the speaker, his intents, feelings or emotions.

2. Speaking

At the end of Grade 9, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison patterns;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation;
5. Relate a sequence of actions or ideas;
6. Summarize the main ideas of a familiar situation;
7. Ask for needed information on a specific topic;
8. Express his own ideas and feelings within the range of his language experience and areas of interest.

3. Reading

At the end of Grade 9, the student will be able to:

1. Read aloud recombinations of familiar material, demonstrating correct sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
2. Read aloud materials containing some new semantic elements demonstrating the ability to apply generalizations about sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
3. Read silently with comprehension:
    3.1 familiar material learned orally;
    3.2 recombinations and rearrangements of familiar material;
    3.3 material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items.
4. Read for information, texts based on themes for which vocabulary has been learned.

N.B.: In Grades 8 and 9, emphasis would be placed on reading silently, with comprehension, material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items.

(Revised 1981)

4. **Writing**

At the end of Grade 7, the student will be able to:
1. Copy variations of sentences and phrases learned orally;
2. Rearrange words and phrases;
3. Produce new combinations or variations from given elements;
4. Answer given questions in writing;
5. Write from dictation sentences containing recombinations of learned written materials;

In addition to the above, at the end of Grade 9, the student will be able to:
6. Express himself in simple original sentences within the limits of the linguistic content specified in the program;
7. Make required variations (time, person, number) in given sentences;
8. Answer questions in writing based on a text read;
9. Write a sequence of sentences from a given outline, from a list of linguistic elements, or from visual and oral cues.

5. **Cultural Understanding**

At the end of Grade 9, the student will be able to:
1. Recognize familiar cultural information by supplying factual information that has been learned;
2. Recognize the significance of simple gestures, facial expressions, intonations and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize connotative meanings of familiar vocabulary;
4. Speak and write about differences and similarities between French cultures and his own;
5. Recognize current manifestations of French culture;
6. Interpret everyday cultural patterns;
7. Use common conventionalities.

C. **NINE-YEAR FRENCH PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 7, 8 AND 9**

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

1. **Listening Comprehension**

At the end of Grade 9, by listening, the student will be able to:
1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;

Note: More emphasis would be placed on objectives 7, 8 and 9 in Grade 9.

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4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Discuss a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items.

2. **Speaking**

At the end of Grade 9, the student will be able to:
1. Produce accurately French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone;
8. Present a summary of a specified topic.

3. **Reading**

At the end of Grade 9, the student will be able to:
1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;
5. Read for specific information and ideas;
6. Discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Use a unilingual French pictorial dictionary effectively.

4. **Writing**

At the end of Grade 9, the student will be able to:
1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write dictations based on familiar material learned orally;

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3. Write answers to questions which utilize only familiar vocabulary;
4. Write guided compositions based on responses to questions from visual and oral cues.

5. Cultural Understanding

At the end of Grade 9, the student will be able to:

1. Demonstrate knowledge of francophone culture in Alberta, Québec and other parts of Canada;
2. Describe differences and similarities between these cultural areas and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings and emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

D. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate Curriculum Guide.*

The objectives and content are selected on the basis of categories of language use. Examples are:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

E. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

* *Six-Year French Program Curriculum Guide,* Alberta Education, 1980.
  Nine-Year French Program Curriculum Guide, Alberta Education, 1980.

(Revised 1981)

F. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations will have been acquired by the end of Grade 9. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

G. MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 7, 8 and 9, but specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY IN SOCIETY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

To summarize, the core or mandatory components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.

These elective components are found in the appropriate curriculum guide.

H. PRESCRIBED RESOURCES — JUNIOR HIGH

1. Six-Year Program

1. Calvé, R. et al, *Le Français International,* 2e version (Centre Educatif et Culturel Inc., Montréal: 1974), Books 1-3.

(Revised 1981)

2. McConnell, R. et al. *Vive le Français.* Don Mills, Ont.: Addison-Wesley Canada, 1978. Book 1, 2 and 3.

2. Nine-Year Program
1. Kenny, M. et al. *Passeport Français.* Toronto: D.C. Heath Canada, 1973. Levels 1-4.
2. Majhanovich, Suzanne and Pauline Willis. *En Français s'il vous plaît.* Toronto: Copp Clarke Pitman. Levels A *(A vos places),* B *(Attention),* and C *(Partez).*

II.   THE 1974 PROGRAM

A.   SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL ONE

The curriculum outline included on pages 8-27 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the French language, and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

a) a three-year program in the junior high school;

b) a two-year program in the junior high school, equivalent in time exposure to three years of study;

c) a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e., French 20. **In schools where the students have been exposed to more than the core content required of LEVEL ONE, it is suggested that students register in French 11 when it is offered.**

B.   RECOMMENDED INSTRUCTIONAL MATERIALS

Calvé, R. et al. *Le Français International,* 2nd. ed. (Books 1-3) Centre Educatif et Culturel Inc., Montréal: 1974.

* *French as a Second Language,* Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

(Revised 1983)

UKRAINIAN AS A SECOND LANGUAGE

At the Junior High level, one program is available for Ukrainian as a Second Language:

This program replaces the 1974 program as it is implemented:

Grade 7: optional implementation, September, 1980
mandatory implementation, September, 1981

Grade 8: optional implementation, September, 1981
mandatory implementation, September, 1982

Grade 9: optional implementation, September, 1982
mandatory implementation, September, 1983

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning Ukrainian and are intended to enable the student:

1. To acquire basic communication skills in Ukrainian by:
    1.1. developing the receptive skills of listening, reading and viewing;
    1.2. developing the expressive skills of speaking and writing.

2. To develop cultural sensitivity and enhance personal development by:
    2.1. becoming more aware of his own cultural heritage through exposure to Ukrainian;
    2.2. developing a positive attitude toward people who speak another language through meaningful exposure to the Ukrainian language and culture;
    2.3. developing a greater awareness and appreciation of cultural values and lifestyles in Canada and in other countries;
    2.4. becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Ukrainian-speaking people to civilization.

3. To develop each student's originality and creativity in language by:
    3.1. enabling him to apply his skills to new and meaningful situations;
    3.2. enabling him to express his own ideas and feelings;
    3.3. enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:

4.1. recognizing the basic structural similarities and differences be-
tween Ukrainian and other languages;

4.2. acquiring some knowledge of the structure and function of
languages;

4.3. developing an awareness of regional, social and functional var-
iations of spoken and written Ukrainian;

4.4. developing a conscious knowledge of the skills and strategies
used in learning a second language.

5. To develop a desire to extend or improve his proficiency in Ukrainian
through further language study whether for travel, interest, social
needs, post-secondary requirements or vocational needs.

B. MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 7, 8 AND 9

The following minimum expectations for skill development and cultural
understanding are considered to be part of the core and mandatory content:

1. Listening Comprehension

Upon completion of Grade 9, the student will be able to:

1. Distinguish phonetic differences which affect meaning such as accent
changes and case endings;

2. Perceive in the intonation and stress patterns used by the speaker, his
intents, feelings or emotions;

3. Demonstrate understanding with accuracy of familiar questions, state-
ments and instructions which incorporate the basic elements of the
program;

4. Comprehend new combinations of structures and vocabulary of the
program, including simple and complex sentences, dialogues and short
paragraphs;

5. Understand a variety of speakers in structured situations;

6. Grasp the general meaning of material containing a limited number
of unfamiliar lexical items.

2. Speaking

Upon completion of Grade 9, the student will be able to:

1. Produce reasonably acceptable pronunciation, intonation, stress and
euphonic patterns;

2. Respond orally to cues which require the use of basic linguistic elements
of the program;

3. Ask for information on a specific topic;

4. Produce a sentence by recombining known elements;

5. Describe a familiar situation;

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6. Relate a sequence of actions or ideas;

7. Summarize the main ideas of a familiar situation;

8. Express his own ideas and feelings within the range of his language experience and areas of interest.

3. Reading

Upon completion of Grade 9, the student will be able to:

1. Read aloud new combinations of familiar material and material containing some new semantic elements demonstrating correct sound-symbol correspondence, word groupings, basic intonation patterns and accents;

2. Read silently with comprehension:

    2.1 familiar material learned orally;

    2.2 new combinations and rearrangements of familiar material;

    2.3 material containing some vocabulary which can be inferred;

3. Read for information based on themes for which vocabulary has been learned.

4. Writing

Upon completion of Grade 9, the student will be able to:

1. Produce new combinations or variations of given elements from sequentially developed exercises;

2. Respond to given questions based on previously learned material and on reading texts;

3. Write from dictation sentences containing new combinations of learned written material;

4. Make required variations (person, number, time) in given sentences;

5. Write a sequence of sentences from a given outline, from a list of linguistic elements, or from visual and oral cues;

6. Express himself in simple original sentences within the limits of the linguistic content specified in the program.

5. Writing

At the end of Grade 9, the student will be able to:

1. Recognize familiar cultural information by supplying factual information that has been learned;

2. Recognize the significance of simple gestures, facial expressions, intonations and stress used by the speaker to convey his intents, feelings and emotions;

3. Recognize connotative meanings of familiar vocabulary;

4. Speak and write about differences and similarities within Ukrainian culture;

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5. Recognize current manifestations of Ukrainian culture;
6. Interpret everyday cultural patterns;
7. Use common conventions.

C. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the *Six-Year Ukrainian Program Curriculum Guide,* Alberta Education, 1980.

The objectives and content are selected on the basis of categories of languages use. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Destination
6. Describing People and Things
7. Expressing Permission and Desire
8. Expressing Quantity
9. Expressing Time
10. Expressing Possession
11. Expressing Cause and Effect
12. Specification of Persons and Objects
13. Indirect Speech
14. Identification of Person's Nationality

These language functions are considered to be the main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

D. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

E. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the

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end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 9.

F. MAJOR CULTURAL THEMES

The following cultural themes are to be developed as part of core content in Grades 7, 8 and 9. Specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY AND COMMUNITY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE UKRAINIAN PEOPLE LIVING IN CANADA;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

In summary, the core components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF UKRAINIAN-SPEAKING CANADIANS.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SPECIFIC TOPICS WITH THE CULTURAL TOPICS.

These elective components are found in the appropriate curriculum guide.

G. RECOMMENDED LEARNING RESOURCES

Duravetz, G., *Ukrainian Conversational and Grammatical Level 1*, (Revised Edition), Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teachers' Association, 1977.

Chorney, Stephen S., **УКРАIHCЬКА МОВА,** Modern Ukrainian, An Elementary Course, New York: Shkilna Rada, 1971.

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GERMAN AS A SECOND LANGUAGE
JUNIOR HIGH SCHOOL

A. SUGGESTED EXPECTATIONS FOR GERMAN AT THE END OF LEVEL ONE

The curricular outline included on Pages 7-16 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the German language, and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

a)   a three-year program in the junior high school;

b)   a two-year program in the junior high school, equivalent in time exposure to three years of study;

c)   a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. German 20.

B. RECOMMENDED LEARNING RESOURCES

A-LM, Level One (Second Edition)

or

Verstehen und Sprechen, 1970.

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*German as a Second Language,** Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

<div align="right">(Revised 1981)</div>

LATIN AS A SECOND LANGUAGE

A. OBJECTIVES

The specific objective of a program in any second language is to enable the learner to acquire a proficiency in a language other than his own tongue. For the study of Latin, this takes the form of gaining proficiency in:

a) reading and understanding Latin;

b) learning more about his own language;

c) learning about the ancient world and its values;

d) comparing and contrasting his own values with those of the ancient world;

e) appreciating the immense contribution of Latin to the English vocabulary.

B. SUGGESTED COURSE CONTENT IN THE JUNIOR HIGH SCHOOL GRADES

Text:

Page and Beckett, *Gateway to Latin, I and II*. At the end of the Junior High School Latin program, it is suggested that the students complete all of *Gateway to Latin I* and the first sixteen chapters of *Gateway to Latin II*.

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AGRICULTURE

Objectives:

1. By providing a rich background of knowledge and information, to develop a better understanding and appreciation of agriculture and farm life, as well as a desirable attitude towards them, as related to:
   (a) general contribution to our way of life and economy
   (b) basic control factors involved
   (c) general nature of procedures and practices involved
   (d) an awareness of the associated problems and hazards, and the importance of conservation and safety precautions
   (e) the need for improvement and maintenance of high standards
   (f) enjoyment of the rural environment

2. To develop an understanding and appreciation of, as well as desirable attitudes towards, the role of youth in rural life—now and in the future —as related to:
   (a) contributing towards, and maintaining, a satisfactory farm home
   (b) working effectively in organized groups
   (c) exercising constructive leadership, and recognizing and following worthy leadership
   (d) maintaining desirable relationships with parents, teachers, and the community
   (e) intelligently participating in worthy social and civic enterprises

3. To develop proficiency in fundamental agricultural skills and abilities as related to:
   (a) acquiring, understanding and effectively using the vocabulary and mathematics of agriculture
   (b) thinking rationally in the solution of agricultural problems
   (c) learning how to find and interpret the results of agricultural research and thence applying them to practical work in agriculture
   (d) learning how to do by doing

4. To develop strong vocational interests in agriculture, and to give aim and purpose to further occupational preparation, as related to:
   (a) an awareness and appreciation of the numerous opportunities and possibilities in agriculture and related occupations and to determine the advisability of entering the field
   (b) understanding and appreciating the need for further study and training and how to obtain it.

Course Content:

The course is organized to develop two main types of abilities on the part of the student: (1) broad understandings and overview of the leading areas of agriculture, (2) skills and managerial abilities or learning experiences provided for through the suggested subject matter content of the various units which have been organized as follows:

Unit I   Understanding and appreciating agriculture and some of the problems of rural youth—orientation

Unit II   Understanding the nature and behaviour of plants and animals and how they are used

Unit III   Selecting and organizing a program of practical work

Unit IV   Understanding the nature of climate and soil as factors influencing the growth of plants and animals

Unit V   Understanding how to grow plants indoors

Unit Vi   Understanding generally the kinds of things to grow and how to grow them

Unit VII   Understanding how to select the most satisfactory growing and producing plants and animals:
A. Selecting Plants
B. Selecting Animals

Unit VIII   Understanding generally how some plants and animals are being produced

Unit IX   Understanding some of the problems and hazards of agricultural production and what can be done about them

Unit X   Appreciating and considering careers in agriculture and related occupations

HOME ECONOMICS

Objectives

1. To stimulate an interest in the study of homemaking and explore possible careers related to Home Economics.
2. To help pupils explore and evaluate their interest and abilities and develop skills in this field.

Course Content

The Junior High School Home Economics Program has been planned for the three grades—VII, VIII and IX—with three levels in each of the following areas:Clothing and Textiles, Food Science, and Modern Living. In each grade one-third of the year should be spent on each of the areas.

Texts

Grade VII   *Home Economics 1* — Yvonne Brand, J. M. Dent & Sons
Grade VIII   *Home Economics 2* — Yvonne Brand, J. M. Dent & Sons
Grade IX   *Teen Horizons* — Lewis, Banks and Banks, Macmillan Co.

CLOTHING AND TEXTILES
Level One

Concept A —	*Significance of Clothing and Textiles to Individuals in Society*
Subconcept —	Medium for perception, artistic expression and experience
Topic Emphasis —	"What Shall I Wear?"
—	Effect of line
	— vertical
	— horizontal
	— diagonal
	— curved
	— straight
Concept B —	*Nature of Clothing and Textiles*
Subconcepts —	Textiles

Textiles
— Garments
— "Learning to Sew"
— Selection, use and care of sewing equipment and sewing machines;
simple project con-construction

Topic Emphasis — "Exploring Textiles"
Concept C — *Acquisition and Use of Clothing and Textiles*

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Subconcepts —	Selection
—	Use and care
—	Responsibility of consumer
Topic Emphasis —	"Shopping Sense"
	— Standards for buying fabrics and garments
	— Source of information
	— Consumer courtesy

Level Two

Concept A —	*Significance of Clothing and Textiles to Individuals in Society*
Subconcepts —	Social and psychological aspects
—	Medium for perception, artistic expression and experience
—	Physiological aspects
Topic Emphasis —	"The Meaning of Your Clothes"
	— Role identification
	— communication of role
	— appropriate clothing for various roles
	— clothing problems related to employment
	— effect of appearance on job success
	— "first impressions"
	— The elements of design
Concept B —	*Nature of Clothing and Textiles*
Subconcepts —	Textiles — Garments
Topic Emphasis —	"King Cotton Goes Mod" or — "Sew Easy" "Cotton, Its Modern Self" — garment construction
Concept C —	*Acquisition and Use of Clothing and Textiles*
Subconcepts —	Selection
—	Use and care
—	Responsibility of consumer
Topic Emphasis —	"Shopping Sense"

Level Three

Concept A —	*Significance of Clothing and Textiles to Individuals in Society*
Subconcepts —	Social and psychological aspects
—	Medium for perception, artistic expression and experience
—	Physiological aspects
Topic Emphasis —	"Seeing Yourself As Others See You"
	— Principles of design

Concept B —	*Nature of Clothing and Textiles*	
Subconcepts —	Textiles	— Garments
Topic Emphasis —	"Wool Wonderland"	— "So, Sew and Sew" or "Sew Till Success"
		— garment construction

Concept C — *Acquisition and Use of Clothing and Textiles*

Subconcepts — Selection
— Use and care
— Responsibility

Topic Emphasis — "Wardrobe Wisdom"
— Wardrobe planning
— factors influencing wardrobe requirements
— characteristics of a well-planned wardrobe
— clothing inventory
— planning basic garments
— use of basic colour in planning
— accessorizing
— clothing decisions
— clothing budget

FOOD SCIENCE

Note: Students, with the guidance of the teacher, should develop generalizations for each section.

Level One

Concept A — *Significance of Food*

Subconcept — As related to nutrition

Topic Emphasis — Canada's Food Guide
— Nutrient needs of different members of the family as related to health and well being

Concept B — *Nature of Food*

Subconcepts —	Chemical and physical properties of food	— Factors effecting change in properties of food
Topic Emphasis —	Acceptance and rejection of food based on its sensory qualities	— Food selection and preparation using a variety of methods

Concept C — *Provision of Food*

Subconcepts — Protective measures
— Management of resources

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Topic Emphasis — Safety and care of foods and equipment
— Principles of good management
— Proper table setting and service
— Social graces

Level Two

Concept A — *Significance of Food*

Subconcepts — As related to cultural and socio-economic influences
— As related to nutrition

Topic Emphasis — To be aware of adequate nutrient combinations which fulfill individual needs
— meal planning

Concept B — *Nature of Food*

Subconcepts —	Chemical and physical properties	— Factors effecting change in properties of food
Topic Emphasis —	To be aware of individual preferences in flavour and odour of food combinations	— To develop skill in identifying and differentiating various methods of food preparation through practice

Concept C — *Provision of Food*

Subconcepts — Production of food
— Consumer food practices
— Protective measures

Topic Emphasis — To be aware of industry's influence on food products and their safety
— Importance of being a comparative shopper

Level Three

Concept A — *Significance of Food*

Subconcepts —	As related to cultural and socio-economic influences	— As related to nutrition
Topic Emphasis —	Factors influencing food, food choices and food habits — To be aware of career opportunities — To understand the significance of food as a socializer	— To identify factors affecting varying nutrient needs of individuals — Comparison of deficient and adequate diets

Concept B — *Nature of Food*

Subconcepts —	Chemical and physical properties of food	— Factors effecting change in properties of food

Topic Emphasis —	Influence of different colour and texture combinations of food	— Identification of some technological developments that bring changes in the nature of food and extend availability
Concept C —	*Provision of Food*	
Subconcepts —	Production	— Consumer practices
Topic Emphasis —	How the season affects supply, demand and cost	— Develop ability to calculate and compare food costs
Subconcepts —	Protective measures	— Management of resources
Topic Emphasis —	Safe handling of food, e.g., meat, vegetables	— Prepare nutritionally adequate meals for low, average and high cost and establish a minimum cost diet for a family

MODERN LIVING

This course is divided into three sections: Human Development and the Family, Management, and Housing.

All areas are taught in Grades VII to XII with the exception of Housing, which is not taught in Grade VII nor Grade VIII.

At the completion of each section generalizations should be developed by the students guided by the teacher.

Human Development
Level One

Concept —	*Universality of Individuals and Families*
Subconcept —	Family in world perspective — function of society — function of family
Topic Emphasis —	Comparison of the function of the family in the past and the present
Concept —	*Uniqueness of Individuals and Families*
Subconcepts —	Variations in the family
—	Individual potentialities
Topic Emphasis —	Uniqueness of individuals accounts for variations within a family in the same culture — Recognition of the importance of knowing oneself — thoughts, abilities, feelings, values — The personal concept of oneself

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Concept —	*Development and Socialization of the Individual*
Subconcept —	Socialization and dating
Topic Emphasis —	The meaning of socialization and the processes involved
	— How the environment influences
	— Favourable and unfavourable conditions affecting the young child, the adolescent, the adult
	— Recognition that dating is a developmental process
	— Comparison of needs and relationships as fulfillment for self
	— How inter-personal skills develop
	— Development of personal standards
	— Importance of adequate problem solving in dating relationships

Management
Level One

Concept —	*Managerial Processes*
Subconcept —	Organization of activities
Topic Emphasis —	Need to arrange heights of working surfaces to meet needs of students
	— Management for efficiency in the Home Economics room

Concept —	*Effective Elements in Management*	
Subconcepts —	Resources and their utilization	— Values, goals, standards
Topic Emphasis —	Availability and or scarcity of resources affect choice	— Meaning of values, goals, standards
	— Effect on meeting needs or causing risks	— Organization for activities in the Home Economics room
		— Value of routine procedures and co-ordinating activities in school and home

Level Two

Concept —	*Managerial Processes*
Subconcept —	Organization of activities
Topic Emphasis —	The meaning of management
	— Responsibility of the whole family for good management
	— Home management
	— Management in action

Concept —	*Development and Socialization of the Individual*
Subconcept —	Socialization and dating
Topic Emphasis —	The meaning of socialization and the processes involved
	— How the environment influences
	— Favourable and unfavourable conditions affecting the young child, the adolescent, the adult
	— Recognition that dating is a developmental process
	— Comparison of needs and relationships as fulfillment for self
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Level Two

Concept —	*Managerial Processes*
Subconcept —	Organization of activities
Topic Emphasis —	The meaning of management
	— Responsibility of the whole family for good management
	— Home management
	— Management in action

Concept —	*Effective Elements in Management*	
Subconcepts —	Resources and their utilization	
—	Values, goals and standards	
Topic Emphasis —	Meaning of goal, value resource and their relationship	
	— How to manage resources	
	— Management in action	
	— practical activities using correct techniques	

Level Three

Concept —	*Managerial Processes*	
Subconcept —	Decision making	
Topic Emphasis —	Relationshop between planning and implementation of a plan may require new decisions, substitutions, new learnings	
	— Management in action	
	— in school and home	

Concept —	*Effective Elements in Management*	
Subconcepts —	Resources and their utilization	— Values, goals and standards
Topic Emphasis —	— Human and non-human resources	— Analyze relationship between values, goals and standards
	— Resources are shared	— Differentiate between needs and wants
	— May have alternate uses	— Compare standards of individuals
		— Compare flexible and inflexible standards

Housing

Level Three   (Note: Housing is not taught in Grades VII and VIII.)

Concept —	*Influence of Housing on People*
Subconcepts —	Psychological and physical
—	Social
Topic Emphasis —	The setting provided by the home for physical and emotional development
	— Space organization, structural design and location affect housekeeping and activities
	— Storage facilities and their effect on family living
Concept —	*Factors Influencing the Form and Use of Housing*
Subconcept —	Human

Topic Emphasis	— The effect of housing in satisfying basic physiological, psychological and social needs
	— Human factors which influence the form and use of housing and furnishings — individual needs, values, attitudes, abilities, skills and resources
Concept	— *Processes in Providing Housing*
Subconcept	— Designing
Topic Emphasis	— Meaning of design: The process of organizing the basic elements of line, form, shape, texture and colour — Art principles

INDUSTRIAL EDUCATION

RATIONALE

Industrial education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

Industrial education is a subject area, the scope of which introduces students, both boys and girls, to most aspects of productive society.

OBJECTIVES

The junior high school industrial education program in Alberta is part of a continuum of educational experiences to be gained from participating in the broader program of industrial education which extends from familiarization experiences at the elementary level and extending through to career choice and preparation at the high school level.

The specific objectives for the junior high program are:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies, integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide students an opportunity, within a technical environment, to become acquainted with the general occupational characteristics of a variety of career fields.
2. To relate their own interests, abilities, likes, dislikes and values to several career fields.

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C. Occupational Skills:

To develop basic competencies, integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

PROGRAM DESCRIPTION

A. Organization:

The Alberta Multiple Activities Program is an organizational device through which a variety of technology-based exploratory experiences can be presented in a minimum of space with a minimum of equipment. The laboratory is organized into a number of different areas representing components of the fields of study. Some Alberta school jurisdictions have opted to build separate laboratories representing each field of study (or a combination of one or more fields) rather than housing the entire program within a single laboratory. Each area within a laboratory is as self-contained as possible with provisions made within it for the storage of tools, products, and stock. The class is divided into three or more groups with each group working through the course content in the assigned area.

The modules, to be taught in nine to twelve weeks, are designed in such a way as to allow for adequate orientation, organization and planning time. Beginning lessons, demonstrations and introductory safety discussions are recognized as being an integral part of industrial education and as such require generous time allotment.

It is imperative that ample preplanning be done prior to attempting a multiple activities teaching approach.

B. Fields of Study:

To provide for a breadth of exploratory experiences, the junior high industrial education program is divided into four fields of study which are further divided into fifteen modules. Each module represents fifteen to twenty-five hours of study. During the junior high school years it is recommended that a student study a minimum of three different modules each year. In junior high schools where industrial education is taught for two years only, it is recommended that four different modules per year be studied. In any case, it is recommended that a student participate in an industrial education program a total of two hundred and twenty-five hours averaged over the three years that the student is attending junior high school in Alberta.

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Fields of Study	Modules
Power Technology	Power Mechanics
	Electricity
	Electronics
	Computer
Materials Technology	Earths
	Leather-Textiles
	Metals
	Plastics
	Woods
Graphics Communications Technology	Graphics
	Photography
	Technical Drawing
Synthesizing	Industrial Stimulation
	Student Contracting
	Development Research

Power technology, materials technology, and visual communications technology are fields of study which are designed to teach specific technology content by topic. For the most part, learning tasks are accomplished through "hands on" activity, lecture, demonstration, research, or audio-visual techniques.

The synthesizing modules constitute a fourth field of study. This field is designed to show the interrelationships of the various technologies. It enables students to synthesize their accumulated knowledge through stimulation and student contracting modules. The developmental research unit is to be used for teacher research into new program content. The teacher must define the content of this unit and obtain the approval of the provincial consultant of industrial education and his/her principal before introducing it to the students.

C. Modules

The number of modules programmed provide for a wide range of possibilities for organization. The modules are not dependent upon any sequential development; therefore, any module could be used as an introductory module. It is recommended that the power technology modules, visual communications modules, and materials technology modules be studied at or near the beginning of the student's overall industrial education program. The synthesizing modules should not be attempted until the students have had the experience in other fields of study.

D. Scope of Program

The scope of Alberta industrial education includes studies and experiences in the major technologies. All pupils should have the opportunity to explore the fields.

REFERENCES

Primary references should be selected on the basis of the modules taught.

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1. Build-a-Course Series. Goodheart-Willcox
   Woodworking   Wagner
   Metalworking   Boyd
   Plastics   Cope D.
   Graphic Arts   Cagy F.
   Electricity   Gerrish H.H.
   Drafting   Brown W.E.
   Power Mechanics   Atteberry P.H.

2. Basic Industrial Arts Build-a-Course Series. McKnight Publishing Co.
   (Van Nostrand Reinhold Ltd.)
   Woodworking   W.R. Miller & W.H. Zook
   Metalworking   W.R. Miller & V.E. Repp
   Plastics   W.R. Miller & G.L. Steele
   Graphic Arts   W.R. Miller & R.J. Broekhuizen
   Photography   W.R. Miller
   Electricity   W.R. Miller & E. Francis
   Drafting   W.R. Miller & Stan Ross
   Power Mechanics   W.R. Miller

CONTENT

Materials Technology

Module 1. Earths
   — sources of ceramic and concrete materials, identification of processes, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, environmental implications, occupational information.

Module 2. Leather and Textiles
   — sources of raw material, processing, identification of properties, product planning, separation processes, conditioning processes, forming processes, combining processes, environmental implications, occupational information.

Module 3. Metals
   — sources of raw material, processing, societal implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Module 4. Plastics
   — sources of raw material, processing, environmental implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

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Module 5. Woods
  — sources of raw material, processing, environmental implications, identification, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Power Technology

Module 1. Power Mechanics
  — small engines, analysis, troubleshooting, fluid power, control devices, transmission devices, output, environmental implications, occupational information.

Module 2. Electricity
  — basic theory, measurement, control magnetism, conversion of electrical energy, safety, troubleshooting, occupational information.

Module 3. Electronics
  — basic theory, components, systems circuits, communications, occupational information.

Module 4. Computers
  — computer "use", computer systems, programming, programs, societal implications, occupational information.

Graphics Communications Technology

Module 1. Graphics
  — lithography (offset), photo mechanical reproduction, relief printing (sign press – platen press), relief printing (rubber stamp), silk screen – photo silk screen.

Module 2. Photography
  — camera (light sensitive materials), darkroom (processing film – prints), advanced darkroom, audio-visual.

Module 3. Technical Drawing
  — freehand sketching, instrument drawing, drawing reproduction.

Synthesizing

Module 1. Industrial Simulation
  — history, production systems, systems of ownership, organization, occupational information.

Module 2. Student Contracting
  — opportunity for the student to develop greater competence in an area already explored; closed, modified and open contracts.

Module 3. Developmental Research
  — opportunity for the teacher to develop new content, proposal and course writing.

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TYPEWRITING

One year of instruction should be sufficient to develop the objectives of junior high school typewriting. It is strongly recommended that the course be offered at the Grade IX level.

Specific Objectives

1. To acquire the proper techniques of typewriting and to become familiar with basic machine operations.
2. To become familiar with common typewriting procedures.
3. To apply typewriting skill in the production of jobs for school and personal use.
4. To develop good work habits.
5. To produce typescript with acceptable standards of accuracy.

Recommended Texts

McConnell & Darnell. *BUILDING TYPING SKILLS*. Second Edition. McGraw-Hill Ryerson, 1973.

Wanous et al. *PERSONAL TYPEWRITING*. Canadian Edition. Gage Educational Publishing, 1973.

Course Content

1. Development of typewriting techniques
2. Familiarity with basic machine operations
3. Common typewriting procedures
4. Personal-use applications
5. Composition at the typewriter
6. Development of good work habits
7. Production of typescript with reasonable speed and accuracy.